



Valencia Academy of the Arts

9241 E. Cosgrove Street • Pico Rivera, CA 90660 • (562) 801-7670 • Grades K-5
Tarcio Vinicio Lara, Ed.D., Principal
tlara@erusd.org
vaa.erusd.org

2017-18 School Accountability Report Card Published During the 2018-19 School Year



El Rancho Unified School District

9333 Loch Lomond Dr.
Pico Rivera, CA 90660
(562) 801-7300
www.erusd.org

District Governing Board

Dr. Aurora R. Villon
Gabriel A. Orosco
Lorraine M. De La O
Dr. Teresa L. Merino
Jose Lara

District Administration

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Superintendent
Mark Matthews
Assistant Superintendent, Human Resources
Jacqueline A. Cardenas
Assistant Superintendent, Educational Services
Dora Soto-Delgado
Director, Student Services
Reynaldo Reyes
Director, Alternative/Adult Education
Dean Cochran
Director, Special Education
Roberta Gonzalez
Director, Early Learning Program

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	71
Grade 1	74
Grade 2	58
Grade 3	73
Grade 4	87
Grade 5	73
Total Enrollment	436

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	97.2
Native Hawaiian or Pacific Islander	0.0
White	1.4
Socioeconomically Disadvantaged	81.0
English Learners	22.7
Students with Disabilities	8.9
Foster Youth	1.8

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

Teacher Credentials			
Valencia Academy of the Arts	16-17	17-18	18-19
With Full Credential	19	19	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
El Rancho Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	355
Without Full Credential	♦	♦	13
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Valencia Academy of the Arts	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Ready to Advance CA Edition, Benchmark Education (TK) Adopted 2018 Benchmark Advance CA Edition, Benchmark Education (K-6) Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Frog Street Pre-K (formerly Splash; 2013), Frog Street Press Go Math! 2015, Houghton Mifflin Harcourt (K-5) Adopted 2017 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) Adopted 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) Adopted 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	English Language Development Component, Benchmark Advance (K-6) Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

Note: Cells with N/A values do not require data.

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: 9/24/18

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Poor	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

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. 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); 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

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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	39.0	45.0	40.0	42.0	48.0	50.0
Math	35.0	38.0	26.0	26.0	37.0	38.0

Note: 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.

Note: 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	30.0	18.6	15.7

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	229	228	99.56	44.74
Male	125	125	100.00	44.00
Female	104	103	99.04	45.63
Black or African American	--	--	--	--
Hispanic or Latino	225	224	99.56	45.09
White	--	--	--	--
Socioeconomically Disadvantaged	192	191	99.48	41.36
English Learners	90	89	98.89	39.33
Students with Disabilities	19	19	100.00	5.26
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	229	229	100	38.43
Male	125	125	100	43.2
Female	104	104	100	32.69
Black or African American	--	--	--	--
Hispanic or Latino	225	225	100	38.67
White	--	--	--	--
Socioeconomically Disadvantaged	192	192	100	31.77
English Learners	90	90	100	33.33
Students with Disabilities	19	19	100	15.79
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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/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. 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. For more information on how to become involved, please contact the Principal at (562) 801-7670.

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.

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 November 2018.

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.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.2	1.2	0.9
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.3	2.4	2.6
Expulsions Rate	0.1	0.0	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.20
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.50
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	.80
Other	0

Average Number of Students per Staff Member

Academic Counselor	
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* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	20	19	19	1	2	2	4	3	2			
1	24	26	26				3	2	2			
2	28	24	25				3	3	3			
3	33	29	24				1	3	3	1		
4	33	34	34							2	2	2
5	33	32	31					2	2	2		1

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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
- Go Math!
- Benchmark Advance
- Illuminate

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 school wide 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,977	\$47,547
Mid-Range Teacher Salary	\$72,725	\$74,775
Highest Teacher Salary	\$92,507	\$93,651
Average Principal Salary (ES)	\$118,711	\$116,377
Average Principal Salary (MS)	\$120,344	\$122,978
Average Principal Salary (HS)	\$129,840	\$135,565
Superintendent Salary	\$233,000	\$222,853
Percent of District Budget		
Teacher Salaries	34.0	35.0
Administrative Salaries	5.0	6.0

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

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)
- Positive Behavioral Interventions and Supports (PBIS)

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).

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,489.46	\$267.44	\$5,222.02	\$86,473.87
District	♦	♦	\$8,905.40	\$78,301
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			-52.1	9.9
Percent Difference: School Site/ State			-30.8	12.2

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.