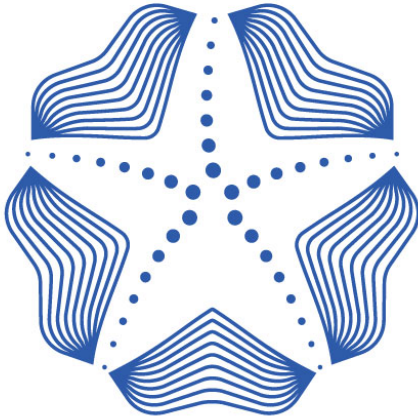# Valencia Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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.

2023-24 School Contact Information

School Name	Valencia Elementary School
Street	250 Aptos School Road
City, State, Zip	Aptos, CA 95003
Phone Number	(831) 728-7836
Principal	Caryn Lane
Email Address	caryn_lane@pvusd.net
School Website	https://val-pajaro-ca.schoolloop.com/
County-District-School (CDS) Code	44-69799-6049811

2023-24 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Murry Schekman, Interim Superintendent
Email Address	murry_schekman@pvusd.net
District Website	www.pvusd.net

2023-24 School Description and Mission Statement

Nestled in a tranquil setting where two creeks merge, and bordered by woods on three sides, Valencia Elementary opened as Aptos Union school in 1928 serving K-8 students. The original school building still stands housing the library and four classrooms. Currently serving approximately 490 students in grades TK-6, Valencia is one of the most diverse schools in one of the largest districts, both geographically and by population in the greater Bay Area. Students live in the nearby Aptos Hills south to Sunset Beach. 10% of our students are English learners, many living in the nearby San Andreas Labor Community which houses families who make their living in the adjacent strawberry fields. 36.5% of our students are socioeconomically disadvantaged. We also have one of the largest populations of special education students in the district with both a moderate/severe and a mild/moderate SDC class, and 26 students receiving RSP services. In 2010, we received a grant to install a Boundless Playground – the only one in Santa Cruz county built especially to allow students with disabilities to play alongside their peers. We view our diversity as our greatest strength and choose to nurture and celebrate this aspect of our unique school community.

Teaching and learning form the centerpiece of the school's work. Teachers at all grade levels collaborate regularly and

2023-24 School Description and Mission Statement

participate in professional development opportunities that support our school goals. The greater school community, parents, local businesses and organizations, and nearby Cabrillo College and CSUMB students actively support the school. A volunteer corps of over 100 parents (and grandparents) regularly assist in classrooms as well as support fundraising and community-building activities through our Home and School Club Organization and English Learner Advisory Committee. Parents and staff operate in a shared decision-making mode when planning school budgets and programs. This is exemplified in the work of the School Site Council (SSC), parents and staff elected by their peers. SSC develops and revises the annual school plan, approves funding and advocates for Valencia programs with the school district. Our vision is for all members of the Valencia Community to be and feel ENGAGED, ENRICHED, EMPOWERED, and EMPATHETIC with others.

As part of our school mission we have adopted a set of Valencia Values: Respect, Responsibility, and Safety…for ourselves, for others, and for the earth. In 2012 our school earned recognition as a Santa Cruz County Certified Green Business for our efforts to limit our impact on our surrounding environment. We are currently working to revive our student Green Team with students composting, recycling, working in our school garden or taking walking field trips on trails in our surrounding woods built by our local Eagle Scout troop. To promote the values in our community relationships we follow the Positive Discipline model and are a PBIS (Positive Behavioral Interventions and Supports) school.

Valencia Elementary embraces a true spirit of collaboration, caring, and going the extra mile to ensure that all students realize their highest potential. Students are at the heart of all of our efforts….We're BETTER TOGETHER...ONWARD, UPWARD, FORWARD.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	64
Grade 2	58
Grade 3	70
Grade 4	64
Grade 5	81
Grade 6	80
Total Enrollment	488

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.6%
Male	48.4%
American Indian or Alaska Native	0.4%
Asian	1.2%
Hispanic or Latino	33%
Two or More Races	5.7%
White	59.6%
English Learners	10%
Foster Youth	0.6%
Homeless	0.8%
Migrant	2%
Socioeconomically Disadvantaged	36.5%
Students with Disabilities	14.1%

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)	23.60	82.24	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	3.83	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	16.30	1.82	12115.80	4.41
Unknown	4.00	13.93	59.80	6.70	18854.30	6.86
Total Teaching Positions	28.70	100.00	893.30	100.00	274759.10	100.00

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)	20.00	90.91	643.50	73.10	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.50	1.08	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.55	169.10	19.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.70	1.67	11953.10	4.28
Unknown	1.00	4.55	43.40	4.93	15831.90	5.67
Total Teaching Positions	22.00	100.00	880.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	1.10	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.10	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Computers
All students have been provided a Chromebook and if necessary, a hotspot. All classrooms have multiple devices with Internet access for staff and students. Staff members use computer technology to take attendance, create and present classroom-related documents, and run analyze student achievement data. Our teachers regularly collaborate, so they can learn ways to integrate technology in their curriculum from one another.

As noted above, we have chromebooks in every TK-6th grade classroom, as well as our science release classroom. TK-1 classrooms have a shared chromebook center/station. Grades 2-6 have 1:1 chromebooks assigned.

Textbooks
We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course and whether those textbooks covered the California Common Core Standards.

Curriculum
Valencia has implemented the California Common Core standards in Mathematics and English Language Arts. Curriculum includes mathematics lessons from Bridges, Eureka Math (Engage NY), and iReady Math, and Language Arts Units with Benchmark Universe and other core text exemplars, as well as the support of Signposts, a bridge curriculum.

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/2019; 6th grade My perspectives, Pearson/2017	Yes	0%
Mathematics	K-5 Bridges, The Math Learning Center/2016; 6th grade iReady, Curriculum Associates/2023	Yes	0%
Science	K-5: TWIG, Imagine Learning/2023; 6th grade Amplify/2020	Yes	0%
History-Social Science	Reflections California, Harcourt Achieve/2006; History Alive! The Ancient World, TCI/2018	Yes	0%
Foreign Language	N/A		NA
Health	No Current Curriculum		NA
Visual and Performing Arts	No Current Curriculum		NA
Science Laboratory Equipment (grades 9-12)	N/A	N/A	NA

School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more.

The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairstandards.aspx

Year and month of the most recent FIT report	9/18/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		10: clean/ replace dirty ceiling tiles 17: children are having reactions to laying on carpet 22: replace dirty ceiling tiles/ secure file cab+ bookcase 23: secure bookcase 25: change air filter 31: replace ceiling tiles (3) 32: ramp needs new sealant coat/ replace 1 ceiling 35: replace ceiling tile 6: air filter needed LIB: missing light cover secure bookcase + ceiling vent
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			26: secure bookcase
Electrical	X			MPR: 3 lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		12: secure file Cab + bookcase 21: secure file Cab + bookcase 22: replace dirty ceiling tiles/ secure file cab+ bookcase 23: secure bookcase 26: secure bookcase 29: ramp repairs needed 30: ramp repairs needed ceiling tiles 32: ramp needs new sealant coat/ replace 1 ceiling 34: secure file cabinet LIB: missing light cover secure bookcase + ceiling vent
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			2: locks to window missing screw to window

Overall Facility Rate

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 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	60	57	28	26	47	46
Mathematics (grades 3-8 and 11)	51	52	17	17	33	34

2022-23 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
All Students	290	288	99.31	0.69	56.94
Female	142	141	99.30	0.70	64.54
Male	148	147	99.32	0.68	49.66
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	109	107	98.17	1.83	31.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	71.43
White	161	161	100.00	0.00	72.05
English Learners	22	22	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	113	112	99.12	0.88	35.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	58	57	98.28	1.72	19.30

2022-23 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
All Students	292	289	98.97	1.03	51.90
Female	143	141	98.60	1.40	48.23
Male	149	148	99.33	0.67	55.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	111	108	97.30	2.70	29.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	71.43
White	161	161	100.00	0.00	64.60
English Learners	23	23	100.00	0.00	13.04
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	115	113	98.26	1.74	31.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	58	56	96.55	3.45	21.43

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	53.33	42.86	16.22	16.11	29.47	30.29

2022-23 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
All Students	79	78	98.73	1.27	42.31
Female	33	33	100.00	0.00	30.30
Male	46	45	97.83	2.17	51.11
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	25	24	96.00	4.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	49	49	100.00	0.00	53.06
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	33	97.06	2.94	27.27
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	16	94.12	5.88	18.75

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.

2022-23 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.   The administration of the PFT during 2021-22 and 2022-23 school years, 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	88.6	89.9	93.7	88.6	96.2

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.

2023-24 Opportunities for Parental Involvement

Parents on the School Site Council (SSC) are actively involved in school improvement. The SSC meets monthly and participates in an ongoing analysis of student achievement and develops school goals and action steps. All Local Control Funding Formula (LCFF) spending is approved by the SSC.

The parents of English Learners have committed to rebuilding our site English Language Advisory Committee duties and will operate independently for the 2023-2024 school year.

Parents also join our Home and School Club, which meets monthly and focuses on fund-raising for critical education support programs and arts and sciences, as well as other forms of enrichment for students. We have many volunteers working in classrooms each week, driving and chaperoning students on field trips, helping in the office, assisting with playground supervision, and much more. Part of what makes Valencia so special is the hard work and commitment from the parent community. To find out how you can volunteer at Valencia, please visit our website at www.valencia.pvusd.net or contact Principal Caryn Lane at caryn_lane@pvusd.net.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	496	489	154	31.5
Female	258	253	85	33.6
Male	238	236	69	29.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	2	100.0
Asian	6	6	1	16.7
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	164	161	66	41.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	28	28	3	10.7
White	296	292	82	28.1
English Learners	52	50	23	46.0
Foster Youth	3	3	0	0.0
Homeless	4	4	4	100.0
Socioeconomically Disadvantaged	190	186	78	41.9
Students Receiving Migrant Education Services	10	10	4	40.0
Students with Disabilities	92	91	39	42.9

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.21	1.81	0.02	4.40	4.72	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.12	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.81	0
Female	0	0
Male	3.78	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.05	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.35	0
English Learners	5.77	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.21	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.26	0

2023-24 School Safety Plan

Our Comprehensive SchoolSafety Plan (including our Critical Incident Plan and Protocol for Emergency Scenarios Handout for Parents as well as our Bullying Prevention Plan) is reviewed and revised annually. The plan focuses on people, programs, and the physical environment. The administration, Site Leadership Team, School Site Council, and District Safety Manager/Assistant Superintendent are all involved in the reworking process. Staff members are assigned emergency positions which are updated and discussed annually.

In annual surveys both parents and students report that the students feel safe at Valencia. We actively and intentionally promote our Valencia Values: Respect, Responsibility, and Safety through weekly announcements, classroom meetings, and special assemblies run by our sixth grade leaders. We also have a Bullying Prevention Policy in place, as noted above. Our campus is clean and safe, reflecting our pride in our community and ourselves. Staff provides supervision before, during and after school. We conduct monthly fire, earthquake, shelter-in-place and intruder/lockdown drills per the required schedule. We have emergency backpacks, buckets, water and snacks in each learning space.

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.

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	15	4		
1	20	2	1	
2	21		4	
3	24	7		1
4	25		6	
5	31		3	
6	56		3	1
Other	20	5	2	1

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	2	2	
1	17	3		
2	22		3	
3	22		2	
4	28		2	
5	27		2	
6	28		2	
Other	17	2	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	13	3	3	0
1	21	2	4	0
2	19	4	2	0
3	23	0	6	0
4	28	0	4	0
5	27	1	4	0
6	24	2	4	0
Other	17	5	2	0

2022-23 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

2022-23 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
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4.3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
School Site	$14,170.27	$2,045.44	$7,266.50	$70,939.46
District	N/A	N/A	$4,858.33	$72,675
Percent Difference - School Site and District	N/A	N/A	39.7	-2.4
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	-4.6	-24.4

Fiscal Year 2022-23 Types of Services Funded

Site goals outlined in our SPSA document are funded using the LCFF monies allotted to our school. This was roughly $24,000 for the 22-23 school year. We fun basic site needs - materials, machine matenance, extra staff support, etc. using our Site Discretionary funds which were roughly $27,000 in 22-23.

Our Home and School Club raised more than $50,000 for classroom supplies, instructional assistant support, technology, field trips, science instruction, and our arts program. Our library tech's book fair earned more than $10,000 for books and library materials. Staff and parents apply for funding/grants whenever possible to meet the educational needs of our students.

For 22-23, $45,000 was allocated for teacher materials stipends, as well as Instructional Assistants, to help with targeted reading and math support. This was funded by Home and School Club.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
Beginning Teacher Salary	$50,666	$55,550
Mid-Range Teacher Salary	$68,722	$84,645
Highest Teacher Salary	$94,640	$111,284
Average Principal Salary (Elementary)	$101,857	$139,860
Average Principal Salary (Middle)	$107,410	$146,440
Average Principal Salary (High)	$117,662	$158,447
Superintendent Salary	$222,832	$278,268
Percent of Budget for Teacher Salaries	25.51%	32.21%
Percent of Budget for Administrative Salaries	4.88%	4.89%

Professional Development

The primary focus for this school year and last has been on continuing to restore relationships and rebuild our school community, while accelerating learning for all students, especially or English Learner students. We are working on students doing the heavy lifting and regularly sharing their thinking...LESS TEACHER TALK...MORE STUDENT VOICE. There is a targeted focus on addressing gaps in foundational skills through distributive practice so that our students are better able to access rigorous grade level curriculum. Intervention teachers and instructional assistants support the homeroom teachers with this work.

The school leadership team and SSC review data and decide together what staff development is needed and where to invest our limited resources. For the past few years we have focused on reading and writing instruction and our math adoption. There were three staff development days set for the 2023-2024 school year for more in-depth training, planning, and collaborating. The SBC days for 2023-2024 are: August 10th-11th, and November 1st. The focus points for this school year are student and staff Social Emotional Development, knowing and responding to the layered stories of our students, continuing to build our collective skill set of strategies for better-serving and accelerating language development for our English Learners (especially in the area of writing), and Cross Grade Level Articulation work in all areas of focus.

Our school and the district offer staff development opportunities throughout the year to support our goals for increased student achievement, mostly outside of contract hours with supplemental pay. We have redesigned our Friday Restructured Day time to expand and deepen our Grade Level and Staff Meeting team work. We have added the element of PD to each of our Staff Meetings by our own district and site experts. District Leaders have also added stand-specific professional development days for our teachers this school year. Our Site Leadership team meets on the first Wednesday of each month in order to free up one Friday per month for teacher planning and prep time. We look forward to more years of using this model to continue our work as a true professional learning community.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	10