

Valencia Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

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
E-mail Address	caryn_lane@pvusd.net
Web Site	www.valencia.pvusd.net
CDS Code	44-69799-6049811

District Contact Information	
District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Dr. Michelle Rodriguez, Superintendent
E-mail Address	michelle_rodriguez@pvusd.net
Web Site	www.pvusd.net

School Description and Mission Statement (School Year 2017-18)

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 over 550 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. 15% 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. 32% of our students qualify for the Free and Reduced Lunch program. We also have the largest population of special education students in the district with both a moderate/severe and a mild/moderate SDC class, two full inclusion students with 1:1 aides and 38 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 weekly, participate in professional development opportunities such as the Monterey Bay Math Project and marine science training from the Monterey Bay Aquarium. From 2008-2010 Valencia received a Cotsen Fellowship during which participating teachers, chosen for their potential for excellence, traveled to Teacher’s College in New York to be trained in the Lucy Calkins Readers’ and Writers’ workshops.

As part of our school mission we have adopted a set of Valencia Values: Respect, Responsibility, Kindness, and Best Effort...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. Everyday Green Team students can be seen composting, recycling, working in our exemplary 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. Effort is celebrated throughout the school year.

The greater school community, parents, local businesses and organizations, and nearby Cabrillo College 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.

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....Working together, we are better!

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	98
Grade 1	72
Grade 2	74
Grade 3	65
Grade 4	79
Grade 5	88
Grade 6	70
Total Enrollment	546

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0
Asian	1.6
Filipino	0.5
Hispanic or Latino	29.7
Native Hawaiian or Pacific Islander	0.2
White	64.3
Two or More Races	1.5
Socioeconomically Disadvantaged	30.8
English Learners	14.8
Students with Disabilities	15.6
Foster Youth	0.4

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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	33	30	31	1189
Without Full Credential	0	0	0	51
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of 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 2017-18)

Year and month in which data were collected: September 2017

Computers

All classrooms have at least one computer with Internet access for staff and students. Staff members use computer technology to analyze student achievement data. Based on feedback from parent and staff surveys, we will focus on this area in the future. The technology plan has a scope and sequence of skills for each grade level. We rely heavily on grants, and use parent resources of time and fund-raising to modernize our equipment. We offer peer support for teachers so they can learn ways to integrate technology in their curriculum.

Thanks in large part to our parent community, we have two computer labs. TK-1 and SDC classes primarily use the library computer lab. The other lab is used by students in intervention classes.

We also have chromebook carts in every 3rd-6th grade classroom, as well as our science release classroom. K-1 classes share one cart - 6 chromebooks per classroom for use in centers. Grade 2 shares 2 chromebook carts between 4 classes.

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 , Big Ideas, and Eureka Math (Engage NY) - supplemental, and Language Arts Units with core text exemplars and the support of Text Connections, a bridge curriculum.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	A Legacy of Literature, Houghton Mifflin Lectura California, Spanish Lang. Arts, Houghton Mifflin My Perspectives, Pearson	Yes	0%
Mathematics	Bridges (Eng. & Span.), The Math Learning Center Big Ideas, Houghton Mifflin Harcourt	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Science, English & Spanish K-5, Harcourt Achieve Science, English & Spanish K-6, Harcourt Achieve Earth Science, Holt Physical Science, Holt Life Science, Holt	Yes	0%
History-Social Science	Reflections: People We Know, Harcourt Achieve Reflections: Making A Nation, Harcourt Achieve Reflections: Ancient Civilizations, Harcourt Achieve World History Modern Times, McDougal Littell Ancient Civilizations, Prentice Hall Medieval Times & Early Modern Times, Prentice Hall America History of Our Nation, Prentice Hall	Yes	0%
Science Laboratory Equipment (grades 9-12)	NA		NA

School Facility Conditions and Planned Improvements (Most Recent Year)

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>

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2017-07				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2017-07				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Some of our restrooms are scheduled for modernization/upgrades in summer 2018 using LCAP funds.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Six of our portable classrooms are quite old. Six of our portables are scheduled to be replaced in summer 2018 using LCAP funds.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Improved accessibility (curb cutout and protected ramp) to the student pick-up area and school library is set for completion in the 2017-2018 school year.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2017-07				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	61	61	32	31	48	48
Mathematics (grades 3-8 and 11)	47	54	21	21	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	292	286	97.95	61.19
Male	156	155	99.36	54.84
Female	136	131	96.32	68.7
Hispanic or Latino	92	91	98.91	34.07
White	181	176	97.24	75
Socioeconomically Disadvantaged	107	105	98.13	33.33
English Learners	72	71	98.61	29.58
Students with Disabilities	56	53	94.64	35.85

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	292	286	97.95	53.85
Male	156	155	99.36	56.13
Female	136	131	96.32	51.15
Hispanic or Latino	92	91	98.91	24.18
White	181	176	97.24	68.18
Socioeconomically Disadvantaged	107	105	98.13	28.57
English Learners	72	71	98.61	19.72
Students with Disabilities	56	53	94.64	39.62

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	80	73	45	41	60	56

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22	31.7	17.1

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 LCFF spending is approved by the SSC.

The parents of English Learners hold regular English Language Advisory Committee meetings. The group meets in October, December, February, and April.

Parents also join our Home and School Club, which meets monthly and focuses on fund-raising for critical education support programs and technology, as well as arts enrichment. This year our arts programs will include our visual arts program for grades 1-3 and a visual art history/project for grades K, 4, 5, and 6. We have more than 100 volunteers every week working in classrooms, helping in the office, assisting with playground duty, 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 president@homeandschool.org.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.18		1.21	1.21	0.56	1.19	3.79	3.65	3.65
Expulsions	0		0	0	0	0	0.09	0.09	0.09

School Safety Plan (School Year 2017-18)

Our Safe School Plan (including our Critical Incident Plan and Protocol for Emergency Scenarios Handout for Parents) focuses on people, programs, and the physical environment. The administration, School Site Council, and district assistant superintendent review the plan annually. Staff members hold emergency positions which are updated and reviewed 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, Kindness, Best Effort through classroom meetings and special assemblies run by our sixth grade leaders. 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, intruder/lockdown, and shelter-in-place drills.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	91.7

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	1	3		21	2	3		21	3	2	
1	19	3			21		3		22	1	2	
2	27		2		24		2		23		3	
3	27		3		28		3		23		3	
4	30		2		29		2		32		1	1
5	33		1	1	28		3		33		1	1
6	26		3		22	2	3		22	2	3	
Other	19	2		1								

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	1.4	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7,402.24	2,200.11	5,202.13	67,738.67
District	N/A	N/A	6,551.69	\$63,577
Percent Difference: School Site and District	N/A	N/A	-20.6	11.6
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	-8.4	-8.7

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

Types of Services Funded (Fiscal Year 2016-17)

Our Home and School Club raised more than \$40,000 for classroom supplies, support for our leveled reading program, technology, field trips, outdoor education scholarships, technology, and our arts program. Our library clerk's book fair earned more than \$6,000 for books and library materials. Staff and parents apply for grants whenever possible to meet the educational needs of our students.

For 2016-2017, \$30,000 was allocated for Instructional Assistants, to help with RTI leveled reading groups and to assist TK/Kinder teachers. This was funded by Home and School Club.

For 2016-2017, \$24,000 was allocated for helping us achieve 1:1 chrome book status in grades 3-6.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,557	\$48,522
Mid-Range Teacher Salary	\$60,409	\$75,065
Highest Teacher Salary	\$84,597	\$94,688
Average Principal Salary (Elementary)	\$101,073	\$119,876
Average Principal Salary (Middle)	\$105,271	\$126,749
Average Principal Salary (High)	\$115,288	\$135,830
Superintendent Salary	\$200,304	\$232,390
Percent of Budget for Teacher Salaries	29%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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 two years we have focused on reading and writing instruction and our new math adoption. We have three staff development days set for the 2017-2018 school year for more in-depth training, planning, and collaborating. The SBC days for 2017-2018 are: Aug. 14, Oct. 6, and Jan. 16. The focus for 17-18 is: Deeper work with the new math adoptions: Bridges and Big Ideas, as well as Professional Development around the MAP Assessment and PBIS - Positive Behavior Interventions and Supports. New this year, teachers were invited to have Voice and Choice with the October 6th SBC Day followed by three follow-up sessions on restructured Wednesdays in late winter and early spring.

Our school and the district offer staff development opportunities throughout the year to support our goals for increased student achievement. Three training days throughout the year have been planned for designated ELA and Math lead teachers. Each training day is followed by an on-site mini-training session to share best practices learned with the other educators on site. The staff has been trained in the Data Team process using an inquiry cycle to improve student achievement. The focus is collegiality and professional development given by our own staff experts. We look forward to more years of using this model to become a true professional learning community.

Our Science Specialist, Garden Lead Teacher and Principal are set to attend conferences focused on the Next Generation Science Standards and CCS in the garden. The district Science Lead will hold two professional development sessions on the NGSS with the site staff.