

Valencia Elementary School

25661 Paseo de Valencia • Laguna Hills CA, 92653 • (949) 830-3650 • Grades K-6

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



Saddleback Valley Unified School District

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District Governing Board

Suzie Swartz, President
Dr. Edward Wong, Vice President
Amanda Morrell, Clerk
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District Administration

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Director, Elementary Education
Dr. Diane Clark
Director, Special Education
Rae Lynn Nelson
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Dr. Francis Dizon
Director, Student Services

School Description

Our Mission:

All Valencia students will attain academic success and a positive sense of self in an environment where staff works collaboratively to nurture the talents and gifts of each child.

Our Vision:

It is our vision to assist our students in leading happy, productive, and fulfilling lives by:

- Providing all students with a rigorous and challenging Common Core curriculum that promotes college and career readiness.
- Providing a safe, positive, and orderly learning environment where students and staff are encouraged and supported.
- Providing access to technology that will support learning in a rapidly changing world.
- Reinforcing positive character qualities and helping students develop positive self-images and leadership skills.
- Developing an appreciation and respect for all peoples, including those of other abilities, ethnic, religious, and socio-economic backgrounds.
- Guiding students to develop an appreciation for our community, state, and nation, and for the democratic principles upon which our nation was founded.
- Helping students develop an appreciation for their social, emotional and physical health, and the importance of maintaining a healthy, drug-free lifestyle.
- Collaborating with all segments of the school community to maximize educational and enrichment opportunities for students.
- Connecting learners who STRIVE (Scholarship, Team Players, Respect, Integrity, Valor, Empathy) for excellence everyday.

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	64
Grade 1	71
Grade 2	77
Grade 3	55
Grade 4	103
Grade 5	115
Grade 6	110
Total Enrollment	595

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.0
Asian	11.6
Filipino	2.7
Hispanic or Latino	18.2
Native Hawaiian or Pacific Islander	0.0
White	55.5
Socioeconomically Disadvantaged	20.8
English Learners	12.4
Students with Disabilities	16.6
Foster Youth	0.3

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 Elementary School	16-17	17-18	18-19
With Full Credential	23	27	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1,157
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Valencia Elementary School	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)

We choose textbooks and instructional materials that are aligned to state-adopted content standards consistent with state-adopted curriculum framework content and cycles. This report includes a list of some of the textbooks and instructional materials we use at our school. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This report shows whether each student in each core course had sufficient textbooks or instructional materials that are consistent with the content and cycles of the state-adopted curriculum frameworks for those subjects.

Textbooks and Instructional Materials	
Year and month in which data were collected: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance by Benchmark Education Company Adopted 2017 Benchmark Adelante by Benchmark Education Company Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Math Expressions by Houghton Mifflin Harcourt Adopted 2014 Go Math by Houghton Mifflin Harcourt Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Scott Foresman California Science K-5 Adopted 2008 Prentice Hall CA Science Explorer Focus/Earth Science Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Reflections by Harcourt S Adopted 2007 World History, Ancient Civil./Holt, Rinehart & Winston Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Valencia Elementary opened in 1969 and was modernized during the 2001–2002 school year. We upgraded student and staff restrooms, installed new carpeting, and reconfigured the staff lounge and workroom. The site has permanent and portable structures configured to provide traditional classroom settings, a multipurpose room, a library and media center, a food-service area, administrative offices, and extensive athletic fields. PTA support has enabled us to purchase a new shade cover for the lunch area and new playground equipment. Measure B funds provided an additional shade structure for our kindergarten play area; upgraded fields and perimeter fencing, the new multiuse building, and portable buildings; and improved drainage as well as entrances and exits for the public and emergency personnel.

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.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	countertop damaged, to be replaced by contractor. loose carpet, to be repaired by contractor
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	light out, to be replaced by plant foreman.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.

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

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	66.0	65.0	64.0	65.0	48.0	50.0
Math	67.0	62.0	51.0	52.0	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

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.0	14.2	58.3

* 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	393	388	98.73	64.95
Male	215	213	99.07	58.69
Female	178	175	98.31	72.57
Black or African American	--	--	--	--
Asian	45	44	97.78	75.00
Filipino	--	--	--	--
Hispanic or Latino	65	65	100.00	43.08
White	231	227	98.27	67.40
Two or More Races	36	36	100.00	77.78
Socioeconomically Disadvantaged	80	79	98.75	30.38
English Learners	66	65	98.48	43.08
Students with Disabilities	59	58	98.31	13.79
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	393	390	99.24	61.79
Male	215	214	99.53	61.21
Female	178	176	98.88	62.5
Black or African American	--	--	--	--
Asian	45	45	100	86.67
Filipino	--	--	--	--
Hispanic or Latino	65	65	100	41.54
White	231	228	98.7	60.53
Two or More Races	36	36	100	77.78
Socioeconomically Disadvantaged	80	79	98.75	31.65
English Learners	66	66	100	40.91
Students with Disabilities	58	57	98.28	17.54
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)

Parents are active participants at Valencia. Parent Teacher Association (PTA) members contribute volunteer hours working in classrooms, participating on field trips with students, and helping to organize extra-curricular activities. The group raises money to support science and engineering programs, visual and performing arts programs, instructional classroom technology, the library collection, and health and safety supplies. Our School Site Council (SSC) is the primary governing body that approves the School Plan for Student Achievement. Our English Language Advisory Committee (ELAC) also meets to address the educational needs and issues related to our second language learners and families. All parents are invited to attend Coffee with the Principal approximately every six weeks to discuss timely issues, ask questions, and share concerns. All Parents are also invited to attend Parent Information nights offered multiple times throughout the year to learn about instructional programs at Valencia.

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

We update our District approved School Safety Plan annually and all staff members have assigned duties to perform in case of an emergency. Monthly emergency drills are held so that staff and students are practiced and knowledgeable in procedures for fire, earthquake, lockdown, and shelter-in-place situations. At least once a year, we hold an extended school-wide major disaster drill.

At Valencia Elementary, we believe that students are safe and supported when they are explicitly taught rules and expected positive behaviors. At the beginning of the year, students rotate through stations throughout the school to learn the expected behaviors for that location (i.e.: bathrooms, playground, hallways, etc.) from our teaching staff. Students are rewarded for exemplary examples of STRIVE behavior. Staff members supervise students before and after school, and paid campus supervisors monitor students during lunch and recesses. Students follow playground safety and game rules through the support of our campus supervisors. Our students enjoy safe and modern playground equipment. District and school maintenance staff members inspect the equipment and the school campus regularly. All visitors check-in at the office to register upon each visit and are expected to wear Visitor or Volunteer passes while on campus. A comprehensive Social Emotional curriculum is taught school-wide. Students are regained monthly for STRIVE characteristics, positive social-emotional learning, and Growth Mindset.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.8	1.8	1.9
Expulsions Rate	0.1	0.2	0.2
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	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.4625
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	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	26	22	22	1	1	1	1	2	2	2		
1	29	32	28				1	2	2			
2	26	25	29	1	1		3	2	3			
3	32	30	25				3	3	2			
4	30	33	28	1					3	3	3	
5	31	33	29				2		4	1	3	
6	27	26	30	1	1	1	3	2		1	1	3
Other		14	15		1	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

Teachers participate in three mandatory staff development days, offered by the District, which focus on instructional goals for curriculum improvement that supports district and state objectives. Teachers also attend mandatory staff meetings at Valencia that focus on professional development and Professional Learning Community collaboration. We also encourage teachers to identify other professional development opportunities that meet their professional goals, provided either by the District or through outside sources.. Funding for professional development is provided under the LCAP.

Teachers engage in training around the three district priorities: student engagement, innovation and intentional lesson design. Teacher have received extensive training for Benchmark, which is the new ELA/ELD adopted curriculum. Math is also a district focus this year with district opportunities for lesson design and lesson study. Social Studies adoption is in progress and more training will be provided upon completion of the process.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$47,903
Mid-Range Teacher Salary	\$76,027	\$74,481
Highest Teacher Salary	\$102,824	\$98,269
Average Principal Salary (ES)	\$127,800	\$123,495
Average Principal Salary (MS)	\$133,873	\$129,482
Average Principal Salary (HS)	\$154,800	\$142,414
Superintendent Salary	\$270,000	\$271,429
Percent of District Budget		
Teacher Salaries	38.0	35.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4887.06	69.37	5817.68	92862.66
District	◆	◆	4817.68	\$83,025
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			18.8	11.2
Percent Difference: School Site/ State			-20.2	13.9

* 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.

Types of Services Funded

Saddleback Valley USD has identified Goals and Actions/Services to support students to be college and career ready and to demonstrate the 21st century skills of critical thinking, communication, collaboration, and creativity.

Goal 1- Improve literacy in all content areas.

Goal 2- Improve student proficiency in all subject areas: English/Language Arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages, and career technical education.

Goal 3- Improve access to, enrollment in and completion of a rigorous course of study.

Goal 4- Increase student engagement and parent involvement.

The District has implemented the following Actions and Services to support each Goal identified above:

- Develop and implement school site literacy goals for all students and specific goals for students in significant subgroups.
- Expand literacy intervention programs including prevention and early systematic intervention, appropriate materials, professional development and extended learning time options; provide focused support for students in grades 4-12 at the Intermediate Level of Proficiency at all school sites.
- Provide appropriate, current instructional materials.
- Provide staffing to support classrooms with Literacy Coaches/Academic Coach and ELD Coach.
- Support continued implementation of strategies for Designated and Integrated ELD.
- Expand intervention programs for at-risk students to prepare them for "a-g" courses.
- Expand Advancement Via Individual Determination (AVID).
- Increase the number of "a-g" approved courses and Advanced Placement/International Baccalaureate courses.
- Expand Counseling Services.
- Provide parent education regarding course pathways, graduation requirements, post-secondary opportunities, current academic standards; support parent participation and involvement in parent and advisory groups.

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.