

# Tesoro del Valle Elementary School

29171 North Bernardo Way • Valencia, CA 91354 • (661) 294-5380 • Grades K-6

Dianne Saunders, Principal  
dsaunders@saugusd.org  
www.saugusd.org

## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Saugus Union Elementary School District

24930 Avenue Stanford  
Santa Clarita, CA 91355  
(661) 294-5300  
www.saugusd.org

#### District Governing Board

Rose Koscielny

Judy Egan Umeck

Paul De La Cerda

David Powell

Christopher Trunkey

#### District Administration

Joan Lucid, Ed. D.  
Superintendent

Christine Hamlin, Ed. D.  
Assistant Superintendent  
Curriculum & Instruction

Cynthia Shieh  
Assistant Superintendent  
Business

Chad Hammitt, Ed.D.  
Assistant Superintendent  
Human Resources

### About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (661) 294-5380.

### Mission Statement

Teachers, staff, students, and parents of Tesoro del Valle Elementary School are committed to working cooperatively to create a safe, secure, and nurturing environment that promotes excellence in academic achievement and character development to empower and meet the diverse needs of all learners.

### Vision Statement

It is our vision at Tesoro del Valle Elementary School to create an academic community providing a nurturing environment and fostering personal achievement and social success. Through collaboration with our community, we promote respect, compassion, productivity, responsibility, and citizenship. Maintaining a partnership between home and school, students will be empowered to reach their highest academic potential.

**2013-14 Student Enrollment by Grade Level**

Grade Level	Number of Students
Kinder.	92
Gr. 1	62
Gr. 2	81
Gr. 3	84
Gr. 4	94
Gr. 5	81
Gr. 6	75
<b>Total</b>	<b>569</b>

**2013-14 Student Enrollment by Group**

Group	Percent of Total Enrollment
Black or African American	4.9
American Indian or Alaska Native	0.4
Asian	15.1
Filipino	9.8
Hispanic or Latino	19.2
Native Hawaiian/Pacific Islander	0.2
White	48.2
Two or More Races	1.6
Socioeconomically Disadvantaged	7.6
English Learners	11.4
Students with Disabilities	6.2

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (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**

Tesoro del Valle Elementary School	12-13	13-14	14-15
Fully Credentialed	24	24	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saugus Union Elementary School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	416
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	

**Teacher Misassignments and Vacant Teacher Positions at this School**

<b>Tesoro del Valle Elementary School</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "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.

**Core Academic Classes Taught by Highly Qualified Teachers**

**2013-14 Percent of Classes In Core Academic Subjects  
Core Academic Classes Taught by Highly Qualified Teachers**

<b>Location of Classes</b>	<b>Taught by Highly Qualified Teachers</b>	<b>Not Taught by Highly Qualified Teachers</b>
<b>This School</b>	100.00	0.00
<b>Districtwide</b>		
<b>All Schools</b>	100.00	0.00
<b>High-Poverty Schools</b>	100.00	0.00
<b>Low-Poverty Schools</b>	100.00	0.00

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

**Textbooks and Instructional Materials**

Year and month in which data were collected: 10/01/2013

<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Scott Foresman K-6 Certified 2010
<b>Mathematics</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	MacMillan K-6 Certified 2009
<b>Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	MacMillan K-5, Harcourt 6 Certified 2008
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Scott Foresman K-5, Harcourt 6 Certified 2007

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Students, staff, and parents take pride in our school. Our custodians ensure a clean, safe environment in which learning can take place. Playground campus supervisors work closely with staff to see that children enjoy safe activities.

A district/school safety committee inspects the campus on a regular basis. Students take part in fire drills, lockdown drills, and disaster drills on a regular basis to ensure preparedness in the event of an emergency. A disaster supply bin is maintained on our campus and the disaster plan is updated annually. Staff receives annual training in disaster preparedness, safety training and CPR/First Aid training.

The district-operated, parent-supported childcare program and Fun for Fours Program on campus provides reasonably priced, safe, and supervised care before and after school.

After school, the MPR is used for After School Enrichment activities, Chess Club, Girl Scout meetings, PTA meetings and school functions as well as community events. A school facilities request form can be obtained in the school office when organizations want to use Tesoro del Valle facilities.

**School Facility Good Repair Status (Most Recent Year)**  
 Year and month in which data were collected: 8/6/2014

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	80	85	89	76	75	81	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	79	84	83	72	77	73	54	56	55
Math	83	80	81	74	75	74	49	50	50
HSS							48	49	49

\* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	10	9	10
Similar Schools	7	5	7

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	9.8	25.6	51.2

\* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	81
All Student at the School	89
Male	89
Female	89
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	100
Hispanic or Latino	75
Native Hawaiian/Pacific Islander	
White	89
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	20	0	-1
Black or African American			
American Indian or Alaska Native			
Asian	14	-3	1
Filipino			
Hispanic or Latino	24	9	2
Native Hawaiian/Pacific Islander			
White	27	-10	0
Two or More Races			
Socioeconomically Disadvantaged			
English Learners	43	13	4
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

Parents can be involved in a variety of ways at Tesoro del Valle. Our School Site Council and English Language Advisory Committee involve parents in program planning each school year. Parents are encouraged to become involved in all aspects of their children's education. Many volunteer opportunities are available such as working in classrooms, chaperoning field trips, helping before school with the valet line, assisting in the library and participating in a variety of PTA sponsored events. All parents are invited to join PTA and actively participate in the planning and coordinating of PTA school events. Tesoro's PTA President, Portia Guardado, can be contacted at the school number, 294-5380 ext. 195. For additional information, the PTA has a website;

<http://www.teacherweb.com/CA/TesorodelvalleElementary/TesorodelVallePTA/apt9.aspx> and a Facebook page as well.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

Tesoro del Valle Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Tesoro del Valle's Parent/Student Handbook outlines district and school policies and procedures concerning emergency situations, playground behavior, and special services. Fire Drills are conducted monthly. Disaster preparedness drills are conducted quarterly and include earthquake and lock down.

Tesoro del Valle Elementary School is a closed campus. During school hours, the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and wear a visitor's badge during their stay, and check out at the front office upon departure.

A comprehensive School Safety Plan developed under SB18 guidelines addresses each of the following four goals:

- All students and staff members are provided a safe teaching and learning environment.
- All students are safe and secure while at school and when traveling to and from school.
- District programs and approved community resources are made available to students and parents.
- Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.6	0.8	0.3
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	1.3	0.7	0.4
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		6.7%

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.3
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

\* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	23.6	24	23	1	1	1	4	3	3	0		
Gr. 1	23.8	27	21	1		1	3	3	2	0		
Gr. 2	23	31	27	1			3	3	3	0		
Gr. 3	29	30	28	0			3	3	3	0		
Gr. 4	30.5	27	31	0			2	3	3	0		
Gr. 5	31.7	24	27	0	1	1	1	1	2	2	1	
Gr. 6	29.3	29	25	0		1	3	2	2	0	1	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,701	\$41,507
Mid-Range Teacher Salary	\$71,926	\$67,890
Highest Teacher Salary	\$85,201	\$86,174
Average Principal Salary (ES)	\$119,538	\$109,131
Average Principal Salary (MS)	\$0	\$111,937
Average Principal Salary (HS)	\$0	\$109,837
Superintendent Salary	\$173,649	\$185,462
Percent of District Budget		
Teacher Salaries	45	42
Administrative Salaries	6	6

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,362	\$166	\$5196	\$65,887.00
District	♦	♦	\$5,160	\$75,625
State	♦	♦	\$4,690	\$70,788
Percent Difference: School Site/District			0.7	-12.9
Percent Difference: School Site/ State			10.8	-6.9

**Types of Services Funded at Tesoro del Valle Elementary School**

State and federal specially-funded programs at our school include: Standards-based Textbooks and Materials purchases, Gifted and Talented student instruction, English Language Learner services, and School Improvement activities.

**Professional Development provided for Teachers at Tesoro del Valle Elementary School**

Professional growth activities are planned annually based on current needs and input received from staff. Teachers implement the Common Core State Standards in English Language Arts and Mathematics and state standards in other academic subject areas using direct instruction for new student learning. Students also participate in rigorous learning activities that support the standards and provide a rich academic environment. Weekly collaborative instructional planning is provided for teachers to plan lessons and activities, review assessment data and research instructional practices and resources.

For each of the last three years the teachers' work calendar has included professional staff development days. Current Professional Development focuses on the Common Core State Standards, direct instruction, writing standards based units of study, and Systematic English Language Development.