

Valley View Community Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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).

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.



Rick Drew, Principal

Principal, Valley View Community Elementary

About Our School

Welcome to Valley View School's Accountability Report Card. The entire Valley View School community and our Sulphur Springs Union School District are very proud to share the positive changes and academic growth taking place at our school.

In 2012, Sulphur Springs Union School District Trustees dedicated more than \$17.2 million for construction projects at Valley View Community School. In May 2015, construction of a new Annex building for severely-disabled and medically fragile students, new library and general education classrooms was started. During the May 1, 2015 "Ground Breaking Ceremony," School Principal Rick Drew thanked the SSSD community of voters; and SSSD Board of Trustees: Dr. Kerry Clegg (Board President), Board Members: Mrs. Shelley Weinstein, Mr. Denis DeFigueiredo, Lori MacDonald, Mr. Ken Chase and Superintendent, Dr. Catherine Kawaguchi for their leadership and support of this magnificent improvement for special education students and all the Valley View school community. Joyful speeches of recognition and appreciation, songs and cheers of thanks, and a ground breaking started an eighteen month period of construction. Distinguished guests included: Santa Clarita Mayor Pro Tem Bob Kellar, Assemblyman Scott Wilk, and Congressman Steve Knight's representative Dante Acosta – each acknowledging the continued tradition of providing high quality education in outstanding facilities; and, congratulating the SSSD Board of Trustees for their success for students. The new two-story, 300 foot long, 33,000 square foot facility was completed in August 2016 and includes specially designed facilities for the district's regional program, which serves students 3 to 12 years old with multiple disabilities, severely -disabled and/or medically fragile conditions. Additionally, the new facility replaces all the existing relocatable classrooms with permanent, state of the art instructional technology classrooms, and a beautiful new library. The Sulphur Springs School District would like to once again thank our voting community for their overwhelming support of the June 2012 Measure "CK - Classrooms for Kids." Technology upgrades, updated and expanded libraries, and repair or replacement of aging roofs, ventilation systems and play areas throughout the district; and Valley View Community School's important construction projects for the district's young students.

In May 2018, Valley View Community School earned the California Distinguished School recognition. Our entire school community and school district's work was validated and rewarded. We are very proud and work daily to continue to earn the spirit of this important award; and, very importantly, what it represents about and for our students.

Principal's Comment

Welcome to Valley View Community School - 2018 California Distinguished School.

Contact

*Valley View Community Elementary
19414 Sierra Estates Dr.
Newhall, CA 91321-2196*

*Phone: 661-251-2000
E-mail: rdrew@sssd.k12.ca.us*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Superintendent	Catherine Kawaguchi
E-mail Address	ckawaguchi@sssd.k12.ca.us
Web Site	http://www.sssd.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Valley View Community Elementary
Street	19414 Sierra Estates Dr.
City, State, Zip	Newhall, Ca, 91321-2196
Phone Number	661-251-2000
Principal	Rick Drew, Principal
E-mail Address	rdrew@sssd.k12.ca.us
Web Site	http://www.sssd.k12.ca.us
County-District-School (CDS) Code	19650456071682

Last updated: 1/8/2019

School Description and Mission Statement (School Year 2018—19)

Our mission is Working Together to Support Learning.

The dedicated staff of Valley View Community School supports learning that ensures all children an equal opportunity to achieve academic excellence through high quality, standards-based instruction in a safe and secure, nurturing environment. Learning is supported through appropriate allocation and monitoring of fiscal resources to best prepare students to work and function in a diverse, technologically dynamic world. Personnel are committed to work collaboratively toward these goals through positive interaction and communication with students, parents, community members and fellow staff, maintaining our positive and unique "family feeling."

Valley View's staff and parents believe children are our most valued resource. At Valley View we prepare our students to become life-long learners and leaders of the future. It is our school's mission to provide a coordinated educational program which allows all students an equal opportunity to achieve their full potential through a quality, balanced education with standards of excellence that are research based and applied with consistency and fairness to all. We are committed to providing our students with a secure climate in which to learn and to prepare them to work and function in the world of tomorrow.

Valley View is located in the Santa Clarita Valley, approximately 35 miles northeast of Los Angeles. The campus sits on a hillside overlooking the surrounding singlefamily homes and is the center of recreation in the neighborhood. A visit to Valley View reveals an environment that has high expectations, a strong focus on character traits, and a sense of teamwork. Our outstanding staff has always been on the forefront of implementing best practices in all instructional areas. In May of 2018, Valley View Community School earned the California Distinguished School recognition.

Our school facility is also a flagship for our community and city. In April 2017, Valley View School community completed a \$17.2 million school wide facilities improvement project. There are two large projects which were prioritized in this order: (1) New construction of a ~ 33,000 square foot, two story building to house our Special Education student classrooms and facilities on the ground floor, a new Library at the center, and General Education student classrooms for 3rd, 4th, 5th, & 6th grade student classrooms on the second story level; and, (2) ~3,000 square feet expansion of Main Building. Project 1 was completed during the summer of 2016 and our new building was dedicated to "TOMMYE D.WARNER" on September 9, 2016. Valley View is a school wide Title One school educating approximately 595 students in twenty (20) regular education classes, and 63 Severely Handicapped students in 6 Special Day Classes (including 4X Pre-Kindergarten), Transitional Kindergarten through 6th grade. The support staff includes two Speech and Language Pathologists, a Resource Specialist Teacher, two School Psychologists: one focused on Sp. Ed. students identified from our general education population, a second School Psychologist (focused on Sp.Ed. SH students' needs), Adaptive P .E. Teachers, and Occupational Therapists.

The school attendance boundaries include a wide spectrum of single-family homes, condominiums, and high density, low-income apartments. Valley View is an ethnically diverse school with 67 percent Hispanic students, 16 percent White students, 6 percent African American students, 6 percent Asian and 5 percent students from other ethnic backgrounds. The school is linguistically diverse as well, with 35 percent of students identified as English Language Learners. Although, Spanish is the dominant nonEnglish home language, there are 13 different home languages represented.

Currently 67 percent of students participate in the Free/Reduced Lunch Program administered by the Santa Clarita Valley Food Services Agency. Information from the demographic data indicate that ~90.0 percent of Valley View's parents graduated from high school or college, while 10.0 percent of the parents did not graduate from high school.

Our Regional Severely Handicapped Special Education classes are geared towards students with orthopedic impairments, multiple disabilities and other health impairments. Our regional program serves students from all four elementary school districts (Castaic, Newhall, Saugus & Sulphur Springs) in the Santa Clarita Valley. The majority of these students are medically fragile. Our special needs students integrate and mainstream with our regular education students on a daily basis. This "single school culture" is a point of pride for our school community and district. Our Regional and Regular Education Teachers team together for the benefit of all students. Also on campus is the California Children's Services (CCS) this is a Medical Therapy Unit that provides physical therapy and occupational therapy services to children who reside throughout the Santa Clarita Valley from birth to age 21. CCS serves approximately 120 individuals; including a large number of our special education students.

Each year Valley View's staff works with parents and District support personnel to evaluate various sources of data related to student achievement and school climate. Following a thorough analysis of standardized test scores, District Common Assessment data, survey results and input provided by teachers, parents, and school committees such as E.L.A.C. (English Language Advisory Committee), and the School Site Council (SSC) along with our teacher Leadership Team monitors and updates the School Plan for improving Student Achievement (SPSA) and identifies program goals for school academic improvement that will ensure that every child will achieve to his/her full potential.

While Valley View strives to continually improve achievement in all curricular areas, school improvement goals for 2018-2019 will focus on increasing the percentage of students who demonstrate proficiency in English Language Arts by improving students' proficiency in Reading Comprehension and English Language Development, and increasing the percentage of students who demonstrate proficiency in math. Actions that support the school's goal of continually improving the overall educational experience at Valley View:

- Providing a challenging and interesting course of study that is aligned to the California Standards and Sulphur Springs Union School District guidelines.
- Using a variety of teaching strategies, techniques and technology to meet the needs of diverse learners.
- Promoting continued educational growth for students, parents, and staff that create a community of lifelong learners.
- Promoting a safe and orderly learning environment.
- Creating and maintaining positive, effective communication between home, school and the community.
- Providing a tiered model of support and intervention to support all students.
- Use of a Professional Learning Community (PLC) structure to ensure high levels of learning for all students by increasing the school's culture of collaboration and focusing on results as the measure of our effectiveness.

Progress toward Valley View's goals is monitored on an ongoing basis using formative and summative assessments. Individual teachers and grade level teams meet weekly to review individual and group achievement data during RtII Grade Level Collaboration time and CCM Time (each Monday for TK & SDCs) and (each Tuesday for K - 6th grade teams). Grade levels report progress to the site administrators, which is shared with the School Instructional Leadership Team, ELAC and the SSC. SPSA monitoring comments will be added throughout the year based on input from staff, ELAC and the SSC. Revisions, if needed, to our SPSA, and subsequent Board approval, will occur if there are substantial material and/or budget changes during the school year. Assessment results are made available to parents and stakeholders in the following ways:

- SBAC Science scores are mailed home for 5th Grade students
 - CELDT/ELPAC scores and Title III Annual Parent Notifications are mailed home
 - Test scores and AR are discussed during parent conferences
 - Parent information sessions and committee meetings are available to discuss information
 - Single Plan for Student Achievement (SPSA)
 - At each SSC meeting planned activities and policies are reviewed to ensure student success and activities of our ELAC are reported and discussed.
 - Leadership Team meetings are focused on implementation of effective key strategies and programs.
 - A minimum of one staff meeting per month is dedicated to GLC (Grade Level Collaboration) & RtII (Response to Instruction & Intervention) collaborative grade level planning to evaluate assessment results and discuss and plan best practices for student achievement.
- In order to engage parents/guardians positively in their children's education during 2017-2018, Valley View's staff focused on these actions:
- Inform parents/guardians that their involvement is important to their children's success in school
 - Initiate regular, effective communication between the school and home so that parents/guardians know when and how to help their children with learning activities
 - Help parents/guardians develop strategies to help their children with learning at home to improve their academic success
 - Help parents/guardians to develop parenting skills and provide home environments that support success in school and society
 - Encourage parents/guardians to volunteer in the school, attend student performances and school meetings, participate in and become members of advisory committees and other leadership/advocacy groups Valley View offers many activities that support the school's Parent Involvement. Parents are encouraged to join and participate with our VV PTA, to provide parent leadership for our PTA, SSC, and ELAC and participation in DELAC; and, to attend meetings at the school. Meetings focus on strategies to support student learning at home, parenting skills, understanding the American educational system and content standards, and practical application of parent involvement in the school. Adult ESL class is offered within our district on select evenings. Adult ESL classes are offered free of charge. Parents receive flyers informing them about locations and hours of CBET classes at least twice annually. Evening activities include: "Make & Take" Kindergarten evening workshops, VVPTA Family Art Night, S.T.E.A.M. Night, SBAC Information, Accelerated Reader incentive program; and, parent involvement opportunities offered throughout the year. These evening events will provide opportunities for parents to learn about the academic expectations and proficiency requirements for their child, and are offered in both English and Spanish.

A growing number of dedicated parents make up the School PTA. The PTA provides fun-filled family events and support to the school's programs such as our VVPTA supported Field Trips and school wide "Arts Enrichment Program" (maintained for our sixth year to include; music, theater and fine arts and an After-School Chorus), school assemblies, Red Ribbon Week, and family activities. Valley View continues to focus on technology-based instruction to help with students diverse needs.

Every general education classroom teacher has the use of a laptop computer, a teacher iPad and a new SMARTBoard for providing students "in depth" instruction (two SMARTBoards for General Education classrooms with 25+ students). Teachers have on-going district training on the instructional technology within their classroom. In addition, classroom computers have been upgraded to support new programs and provide access to AR quizzes and STAR reading and math tests.

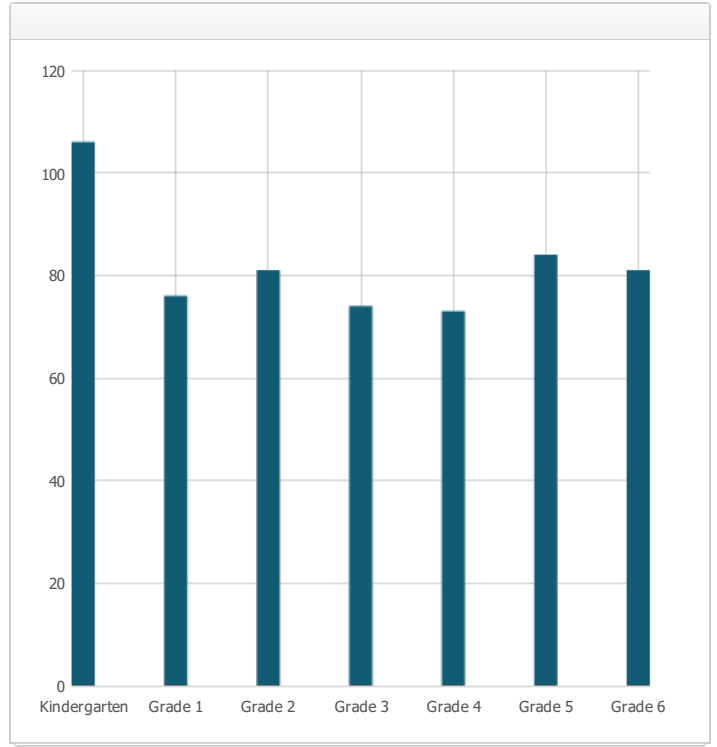
The school's Computer Lab is equipped with 40 computers (new as of January 2014) in addition to a teacher station. Primary and Upper grade students make weekly visits to the lab to work on projects. Additionally, this year, we will continue to add new technology (class sets of Chrome books) to classrooms to enhance instruction.

School pride is evident throughout the campus. At monthly assemblies students are recognized for their accomplishments and celebrated for demonstrating outstanding character and achievement.

Last updated: 1/15/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	106
Grade 1	76
Grade 2	81
Grade 3	74
Grade 4	73
Grade 5	84
Grade 6	81
Total Enrollment	575



Last updated: 1/8/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	8.3 %
American Indian or Alaska Native	%
Asian	3.5 %
Filipino	3.1 %
Hispanic or Latino	69.0 %
Native Hawaiian or Pacific Islander	0.3 %
White	13.0 %
Two or More Races	2.3 %
Other	0.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	72.9 %
English Learners	32.5 %
Students with Disabilities	12.0 %
Foster Youth	0.5 %

A. Conditions of Learning

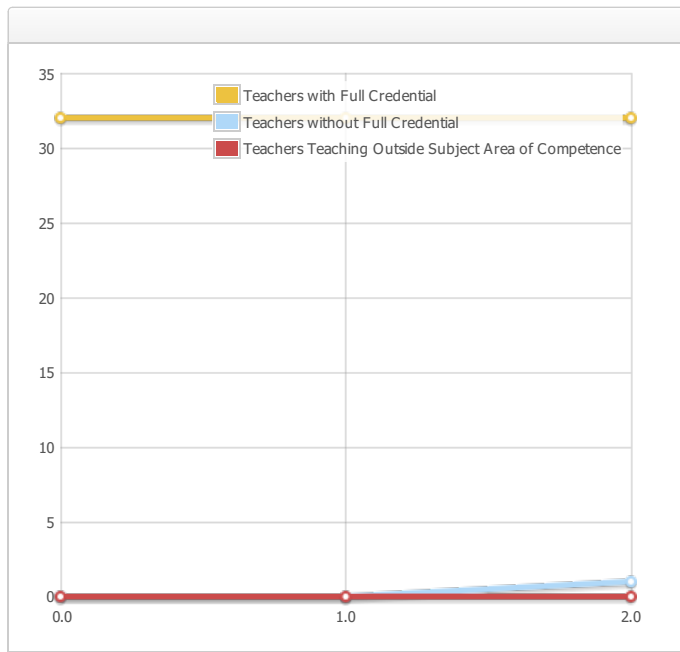
State Priority: Basic

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

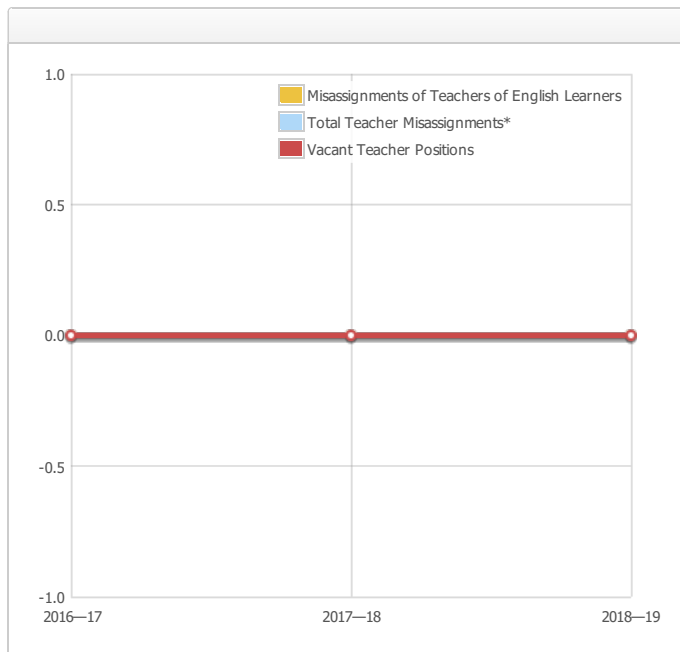
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	32	32	32	246
Without Full Credential	0	0	1	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/8/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/8/2019

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

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance K-6 (2017) Ready to Advance TK (2017)	Yes	0.0 %
Mathematics	Houghton Mifflin California Math Expressions CC (2015)	Yes	0.0 %
Science	Houghton Mifflin California Science (K-2 2008) Pearson California Science (3-6 2008)	Yes	0.0 %
History-Social Science	Pearson History-Social Science for California (2006) Harcourt Reflections Grade 6 (2008)	Yes	0.0 %
Foreign Language			0.0 %
Health	Houghton Mifflin and Pearson	Yes	0.0 %
Visual and Performing Arts	McGraw Hill, Share the Music (1995) Davis Publications, Adventures in Art (1998)	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/8/2019

School Facility Conditions and Planned Improvements

Valley View Community School completes daily inspections of our playgrounds and common areas and restroom facilities. Monthly "SAFETY INSPECTION CHECKLIST" (facility inspection tool) is used to inspect all aspects of our facilities. This checklist data was most recently collected on 12-13-18 and evidences that all conditions were rated "satisfactory."

Valley View Community School completes daily inspections of the cleanliness of our playgrounds and common areas (Library, MPR, Computer Lab, & Science Lab), restroom facilities, classrooms, and Office areas. Monthly we use our district's "MONTHLY FACILITIES CLEANLINESS FORM" to inspect and rate (Good/Fair/Poor) the cleanliness of our facilities and grounds. This checklist data was most recently collected on 12-13-18 and evidences that all areas (Classrooms, Library, Office/Workrooms/Staff Room, Cafeteria/Lunch Area, Restrooms, Storage Areas, Walkways and Halls, & Grounds) were rated "Good."

All planned or recently completed facility improvements were completed in April 2017. Please see "School Description" section for details.

Any needed maintenance to ensure good repair is scheduled three times each school year and measured and evaluated using the tools/forms described previously in this section.

Last updated: 1/8/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Percent of System in Good Repair: Gas Leaks = 100%/ Mechanic = 100%/ Sewer = 100% Total Percent per Category: 100% Rank: Good
Interior: Interior Surfaces	Good	Percent of Interior in Good Repair: 96% Total Percent per Category: 96% Rank: Good
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Percent of Cleanliness in Good Repair: 100% Total Percent per Category: 100% Rank: Good
Electrical: Electrical	Good	Percent of Electrical in Good Repair: 100% Total Percent per Category: 100% Rank: Good
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Percent of Restrooms/Sinks/Fountains in Good Repair: 96% Total Percent per Category: 96% Rank: Good
Safety: Fire Safety, Hazardous Materials	Good	Percent of Safety: Fire Safety/Hazardous Materials in Good Repair: 100%/ 100% Total Percent per Category: 100% Rank: Good
Structural: Structural Damage, Roofs	Good	Percent of Structural: Structural Damage/Roofs in Good Repair: 100%/ 96% Total Percent per Category: 98% Rank: Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Percent of External: Playground/School Grounds; and, Windows/Doors/Gates/Fences in Good Repair: 100%/ 100% Total Percent per Category: 100% Rank: Good

Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Good
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Last updated: 1/8/2019

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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	61.0%	66.0%	60.0%	61.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	54.0%	56.0%	49.0%	50.0%	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.

Last updated: 1/8/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	302	300	99.34%	66.00%
Male	154	152	98.70%	61.18%
Female	148	148	100.00%	70.95%
Black or African American	34	34	100.00%	58.82%
American Indian or Alaska Native				
Asian	11	11	100.00%	81.82%
Filipino	--	--	--	
Hispanic or Latino	206	205	99.51%	62.93%
Native Hawaiian or Pacific Islander				
White	35	34	97.14%	82.35%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	228	227	99.56%	64.32%
English Learners	130	129	99.23%	63.57%
Students with Disabilities	25	25	100.00%	40.00%
Students Receiving Migrant Education Services				
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.

Last updated: 1/8/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	304	299	98.36%	56.19%
Male	155	153	98.71%	56.21%
Female	149	146	97.99%	56.16%
Black or African American	34	34	100.00%	35.29%
American Indian or Alaska Native				
Asian	11	11	100.00%	81.82%
Filipino	--	--	--	
Hispanic or Latino	208	204	98.08%	57.35%
Native Hawaiian or Pacific Islander				
White	35	34	97.14%	58.82%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	229	226	98.69%	53.10%
English Learners	131	130	99.24%	60.77%
Students with Disabilities	27	25	92.59%	32.00%
Students Receiving Migrant Education Services				
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.

Last updated: 1/8/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	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 new California Science Test (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.

Last updated: 1/8/2019

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

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	29.3%	23.2%	18.3%

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.

Last updated: 1/8/2019

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)

In order to engage and involve our Valley View parents/guardians positively in their children's education during 2018-2019, Valley View's staff will focus on these actions:

- Inform parents/guardians that their involvement is important to their children's success in school
- Initiate regular, effective communication between the school and home so that parents/guardians know when and how to help their children with learning activities
- Help parents/guardians develop strategies to help their children with learning at home to improve their academic success
- Help parents/guardians to develop parenting skills and provide home environments that support success in school and society
- Encourage parents/guardians to volunteer in the school, attend student performances and school meetings, participate in and become members of advisory committees and other leadership/advocacy groups Valley View offers many activities that support the school's Parent Involvement. Parents are encouraged to join and participate with our VV PTA (PTA phone number, PTA e-mail, and PTA Facebook page provide contact information and invite and encourage parents), to provide parent leadership for our PTA, SSC, and ELAC and participation in DELAC; and, to attend meetings at the school. Meetings focus on strategies to support student learning at home, parenting skills, understanding the American educational system and content standards, and practical application of parent involvement in the school. Adult ESL classes are offered within our district on select evenings. Adult ESL classes are offered free of charge. Parents receive flyers informing them about locations and hours of CBET classes at least twice annually. Evening activities include: "Make & Take" Kindergarten evening workshops, VVPTA Family Art "Reflections" Night, S.T.E.A.M. Night, SBAC Information, Accelerated Reader incentive program; and, parent involvement opportunities offered throughout the year. These evening events will provide opportunities for parents to learn about the academic expectations and proficiency requirements for their child, and are offered in both English and Spanish.

A growing number of dedicated parents make up the School PTA. The PTA provides fun-filled family events and support to the school's programs such as our VVPTA sponsored Bus Field Trips, and supported school wide "Arts Enrichment Program" (maintained for our sixth year to include; music, theater and fine arts), school assemblies, Red Ribbon Week, and family activities.

School pride is evident throughout the campus. At monthly assemblies many parents are invited and attend to celebrated their children as students are recognized for their accomplishments and celebrated for demonstrating outstanding character and achievement. Dedicated staff, students, parents and volunteers make Valley View a special school with high expectations and caring school community spirit.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

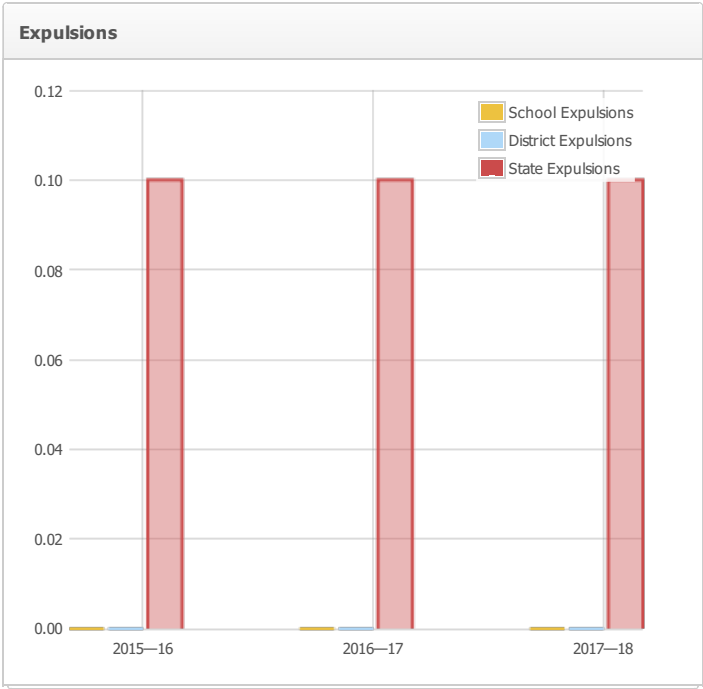
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.5%	0.2%	0.5%	0.2%	0.5%	1.1%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/8/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		4	
1	23.0		3	
2	23.0		3	
3	23.0		3	
4	26.0	1		2
5	25.0	1		2
6	34.0			2
Other**	8.0	1		

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.0		4	
1	24.0		3	
2	22.0		3	
3	26.0		2	
4	32.0		1	2
5	33.0			2
6	22.0	2		2
Other**	8.0	1		

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	1	4	
1	25.0		3	
2	26.0		3	
3	24.0		3	
4	24.0	1		2
5	33.0		1	1
6	25.0	1	3	
Other**	10.0	1		

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

** "Other" category is for multi-grade level classes.

Last updated: 1/2/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	1.0	N/A
Social Worker	0.1	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.6	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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.

Last updated: 1/4/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9822.1	\$4644.1	\$5178.0	\$76363.8
District	N/A	N/A	\$5062.9	\$74685.0
Percent Difference – School Site and District	N/A	N/A	2.3%	2.3%
State	N/A	N/A	\$6574.0	\$80910.0
Percent Difference – School Site and State	N/A	N/A	21.0%	-6.0%

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

Last updated: 12/13/2018

Types of Services Funded (Fiscal Year 2017–18)

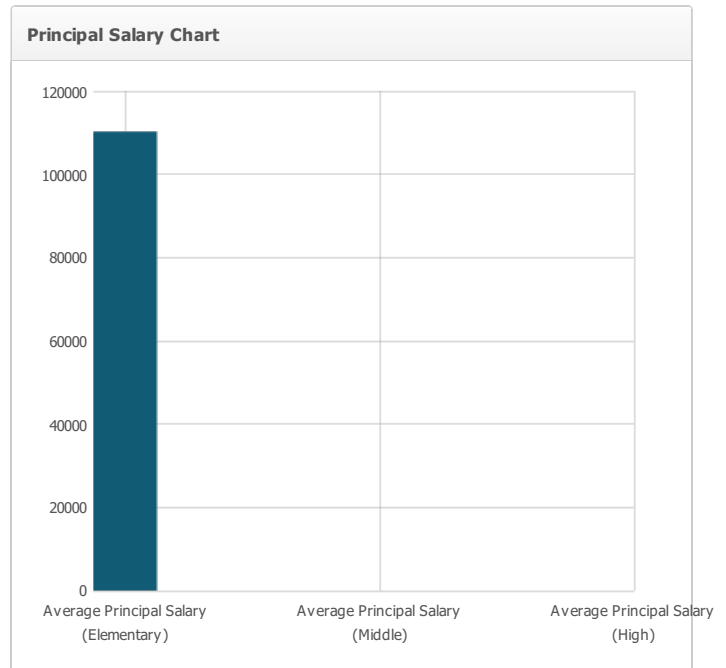
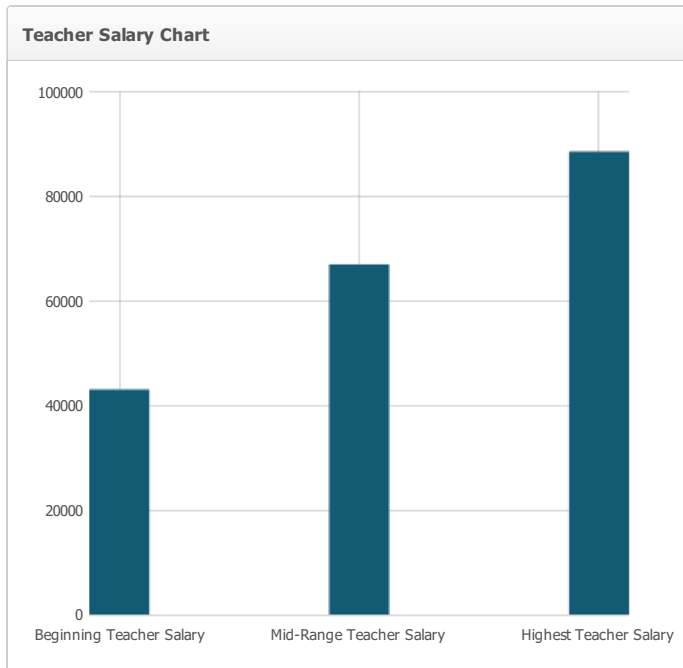
High Achieving (gifted and talented) students receive differentiation within the general education classrooms. Teachers have received training in depth and complexity. Further, GATE Lead Teachers assist in developing lessons that meet the needs of the entire class and provide opportunities for students to be challenged within the classroom. Services provided through Title I and Supplemental funding include additional reading support delivered by a teachers before and after school, supplemental instructional materials, professional development costs for staff and parent support. School funds provide support for students and families by funding family nights, after-school support for students, Student Council coordination and further support our reading and mathematics programs. Additionally, supplemental technology provides support for students to access curriculum. Lastly, supplemental intervention programs include Imagine Learning, Accelerated Reader, Imagine Math and other supplemental instructional supports.

Last updated: 1/15/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,991	\$50,084
Mid-Range Teacher Salary	\$66,876	\$80,256
Highest Teacher Salary	\$88,426	\$100,154
Average Principal Salary (Elementary)	\$110,251	\$125,899
Average Principal Salary (Middle)	\$	\$130,255
Average Principal Salary (High)	\$	\$128,660
Superintendent Salary	\$180,000	\$222,447
Percent of Budget for Teacher Salaries	35.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/2/2019

Professional Development

The Sulphur Springs Union School District is firmly committed to providing professional development for all teachers to support the successful progress for our students' academic and social development. Our continued professional development is based on data reflecting our students' academic and social needs. The professional development offered is grade level or content specific, and addresses the current California State Standards. Professional development can include training in specific subject areas, general academics, social behavior, instructional use of technology, as well as job-embedded activities related to the Common Core Standards for the Teaching Profession. The district also provides a support program, California Teacher Induction, for new teachers. The district and site administrators provide and attend workshops in curriculum, performance assessment, interventions, technology, supervision, evaluation and leadership. In addition to professional development activities offered to the district's teachers and administrators, classified employees also receive training based on the specific needs of their assignment. The Sulphur Springs Union School District and Valley View Community School are committed to providing professional development activities to

every educator to improve instruction and enhance student achievement. In addition to the calendared professional development days, the district and site also provides numerous professional development opportunities throughout the year, on early release Tuesdays, after school, and during winter and summer breaks. Every Tuesday students are released one hour early to provide teachers with site-based professional development opportunities that include site-based staff development, grade level collaborative planning, and student data analysis. Implementation of professional development is supported through: teacher-principal meetings, student performance data reporting, objective conferences, peer coaching, classroom observations, and consistent follow-up.

Last updated: 1/3/2019