

**Valley View Community Elementary**  
**2021–22 School Accountability Report Card**  
**Reported Using Data from the 2021–22 School Year**  
**California Department of Education**

**Address:** 19414 Sierra Estates Dr.  
Newhall, CA , 91321-2196

**Principal:** Diem Johnson

**Phone:** (661) 251-2000

**Grade Span:** P-6

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

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

## DataQuest

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

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

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

# About This School

## Diem Johnson

Principal, Valley View Community Elementary

### About Our School

My name is Mrs. Johnson and I am honored to serve as the principal of Valley View Community School. Valley View is a diverse and unique school community with positive energy and big dreams. Together with our dedicated teachers and staff, I am excited to continue building strong relationships with families, students, and community members to create a culture of care and excellence.

At Valley View, we value the importance of social-emotional growth alongside academic success. We recognize that in addition to academic achievement, students must also develop social skills and emotional intelligence to become leaders who can make a positive impact on our global community.

I am eagerly looking forward to a fantastic year at Valley View with all of you.

### Contact

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

Phone: (661) 251-2000

Email: [diemjohnson@sssd.k12.ca.us](mailto:diemjohnson@sssd.k12.ca.us)

## Contact Information (School Year 2022–23)

### District Contact Information (School Year 2022–23)

District Name	Sulphur Springs Union School District
Phone Number	661-252-5131
Superintendent	Kawaguchi, Catherine
Email Address	<a href="mailto:ckawaguchi@sssd.k12.ca.us">ckawaguchi@sssd.k12.ca.us</a>
Website	<a href="https://www.sssd.k12.ca.us/">https://www.sssd.k12.ca.us/</a>

### School Contact Information (School Year 2022–23)

School Name	Valley View Community Elementary
Street	19414 Sierra Estates Dr.
City, State, Zip	Newhall, CA , 91321-2196
Phone Number	(661) 251-2000
Principal	Diem Johnson
Email Address	<a href="mailto:diemjohnson@sssd.k12.ca.us">diemjohnson@sssd.k12.ca.us</a>
Website	<a href="https://www.sssd.k12.ca.us/valleyview">https://www.sssd.k12.ca.us/valleyview</a>

**County-District-School (CDS)  
Code**

19650456071682

*Last updated: 1/17/23*

## School Description and Mission Statement (School Year 2022–23)

### VALLEY VIEW COMMUNITY SCHOOL VISION:

Empowering all students to reach their highest level of achievement in a 21st Century learning environment while preparing students to be critical thinkers and ethical citizens.

### VALLEY VIEW COMMUNITY SCHOOL MISSION:

At Valley View we believe each student is a valued individual with a variety of talents. It is our mission to foster and support these talents by providing a safe and optimal learning environment, while promoting and enhancing effective collaboration with students, as well as fostering respect between home and school. Valley View Community School is located in the Santa Clarita Valley, about 35 miles northeast of Los Angeles. The school sits on a hillside overlooking the surrounding neighborhood and is a central part of the community. In April 2017, the school completed a \$17.2 million facilities improvement project, which included the construction of a 33,000 square foot, two-story building to house special education classrooms and facilities on the ground floor, a new library at the center, and general education classrooms for 3rd-6th grade students on the second floor. The project also included a 3,000 square foot expansion of the main building to provide a staff lounge and restroom facilities. The new building was dedicated to "TOMMYE D. WARNER" on September 9, 2016.

Valley View is a Transitional Kindergarten through 6th grade Title I school, currently educating approximately 550 students in 19 general education classes and 6 moderate/severe special day classes (including pre-school). The Regional Severely Handicapped Special Education classes serve students from all four elementary school districts in the Santa Clarita Valley, with a focus on students with orthopedic impairments, multiple disabilities, and other health impairments. The majority of these students are medically fragile and integrate with regular education students on a daily basis. The school also has a California Children's Services Medical Therapy Unit that provides physical and occupational therapy services to children from birth to age 21.

Valley View is a diverse school, with approximately 69% Hispanic students, 13% White students, 5% African American students, 4% Asian, 5% Filipino, 2% two or more races, and 2% students from other ethnic backgrounds. The school is also linguistically diverse, with 30% of students identified as English Language Learners and 15 different home languages represented. About 68% of students participate in the Free/Reduced Lunch Program.

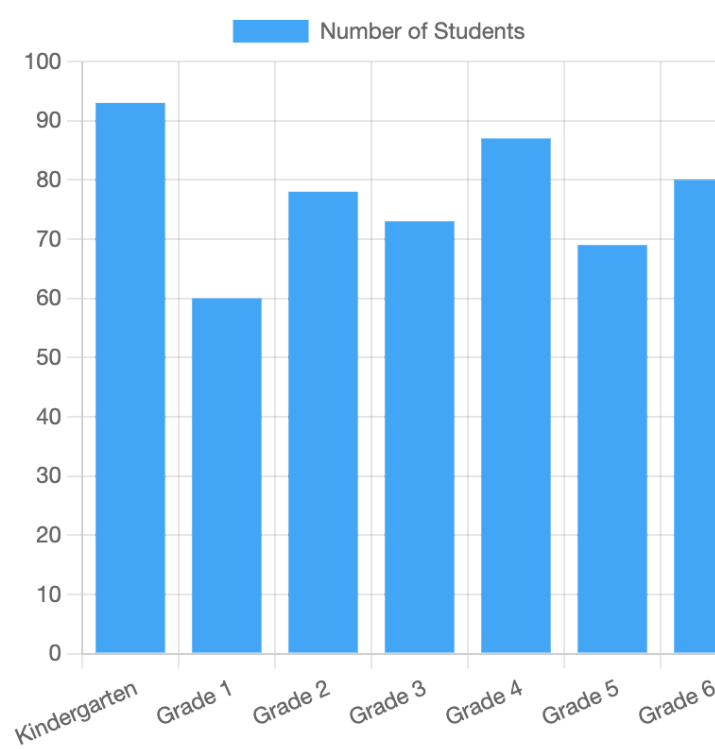
Valley View has a culture of care, respect, and inspiring students to reach their fullest potential, which is achieved through collaboration with families and the community. The staff works to maintain a positive and supportive school climate and recognizes the importance of developing meaningful relationships with students, parents, and the community. The staff will continue to work together to deliver instruction that fosters the development of 21st century skills and advances the common core state standards. The school aims to develop positive attitudes towards school and learning for students and staff alike.

*Last updated: 1/16/23*



Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	93
Grade 1	60
Grade 2	78
Grade 3	73
Grade 4	87
Grade 5	69
Grade 6	80
Total Enrollment	540



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/17/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	49.10%
Male	50.70%
Non-Binary	0.20%
American Indian or Alaska Native	0.90%
Asian	4.30%
Black or African American	5.40%
Filipino	5.20%
Hispanic or Latino	69.10%
Native Hawaiian or Pacific Islander	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	30.20%
Foster Youth	0.40%
Homeless	1.10%
Migrant	0.00%
Socioeconomically Disadvantaged	68.00%
Students with Disabilities	12.00%

Student Group	Percent of Total Enrollment
Two or More Races	1.70%
White	13.30%

## 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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.70	88.33	196.80	89.11	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.91	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.89	5.00	2.26	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.00	1.81	12115.80	4.41
Unknown	2.00	7.78	13.00	5.91	18854.30	6.86
Total Teaching Positions	25.70	100.00	220.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated: 1/17/23*

### Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated: 1/17/23*

### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	1.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

*Last updated: 1/11/23*

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

*Last updated: 1/11/23*

## Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.50	

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

*Last updated: 1/11/23*

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: Not Available

The District provides curriculum and materials for all students in grade TK-6.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance	Yes	0%
Mathematics	Houghton Mifflin California Math Expressions	Yes	0%
Science	McGraw Hill - Inspire Science	Yes	0%
History-Social Science	Studies Weekly	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

*Last updated: 1/18/23*

## School Facility Conditions and Planned Improvements

Valley View Community School overall is in good condition. The school is maintained in good repair with a couple of non-critical deficiencies. These deficiencies are isolated and resulting from minor wear and tear, and is in the process of being mitigated.

Last updated: 1/18/23

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2023

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

## Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating	Exemplary
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Last updated: 1/17/23

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

##### Percentage of Students Meeting or Exceeding the State Standard

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

Subject	School 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	44%	N/A	50%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	35%	N/A	39%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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: 1/17/23*

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment**

**Grades Three through Eight and Grade Eleven  
(School Year 2021–22)**

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	314	310	98.73	1.27	44.19
Female	160	157	98.13	1.87	41.40
Male	153	152	99.35	0.65	47.37
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	66.67
Black or African American	18	18	100.00	0.00	61.11
Filipino	13	13	100.00	0.00	76.92
Hispanic or Latino	233	231	99.14	0.86	38.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	27	93.10	6.90	51.85
English Learners	96	92	95.83	4.17	31.52
Foster Youth	0	0	0	0	0
Homeless	--				
Military	40	40	100.00	0.00	40.00
Socioeconomically Disadvantaged	212	211	99.53	0.47	36.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	38	97.44	2.56	28.95

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: 1/17/23*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment**

**Grades Three through Eight and Grade Eleven  
(School Year 2021–22)**

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	314	312	99.36	0.64	34.62
Female	160	158	98.75	1.25	29.75
Male	153	153	100.00	0.00	39.87
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	66.67
Black or African American	18	18	100.00	0.00	50.00
Filipino	13	13	100.00	0.00	69.23
Hispanic or Latino	233	231	99.14	0.86	29.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	29	100.00	0.00	34.48
English Learners	96	94	97.92	2.08	21.28
Foster Youth	0	0	0	0	0
Homeless					
Military	40	40	100.00	0.00	30.00
Socioeconomically Disadvantaged	212	211	99.53	0.47	27.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	38	97.44	2.56	13.16

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: 1/17/23*

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

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

<b>Subject</b>	<b>School 2020–21</b>	<b>School 2021–22</b>	<b>District 2020–21</b>	<b>District 2021–22</b>	<b>State 2020–21</b>	<b>State 2021–22</b>
Science (grades 5, 8, and high school)	N/T		N/T		28.5	29.47

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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: 1/17/23*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2021–22)**

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	72	98.63	1.37	20.83
Female	36	36	100.00	0.00	13.89
Male	36	35	97.22	2.78	28.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	58	58	100.00	0.00	17.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	25	24	96.00	4.00	8.33
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	57	57	100.00	0.00	17.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	18.18

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.

*Last updated: 1/17/23*

## 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 2021–22) Percentage of Students Participating in each of the five Fitness Components

The District participated in the Physical Fitness Test for the 2021 and 2022 school year. Data reflects participation rates during the test administrations.

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	96%	97%	93%	93%	95%
7	%	%	%	%	%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/18/23*



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

#### Opportunities for Parental Involvement (School Year 2022–23)

Valley View Community School offers a variety of ways for parents to connect with the school and their child's education. Parents can join the PTA, become members of the School Site Council (SSC) and English Language Advisory Committee (ELAC), attend school events such as Coffee with the Principal, and volunteer. Below is a description of each of these ways to engage with the school:

- ELAC (English Learner Advisory Committee) - This group meets with the Principal to discuss challenges and suggest improvements specific to the school's English Learner programs and curriculum. ELAC meets four times a year.
- SSC (School Site Council) – This group, composed of five parents, three teachers, one non-teacher staff member, and the Principal, is responsible for monitoring and updating the School Plan for Student Achievement (SPSA) and approving the use of funds that supplement the regular budget. The SPSA helps the school achieve its goals, including providing academic excellence, better engaging students and their families, and promoting physical and emotional wellness on campus. The SSC meets monthly and meetings are open to families, though only members of the council may vote.
- Safety Committee – This group, composed of parents, teachers, and interested staff, meets several times a year to review safety concerns and possible improvements. The group is also responsible for reviewing and updating the school's Safety Plan, including Emergency Response Procedures.
- Coffee with the Principal – Every month, families have the opportunity to meet with the Principal to share concerns, suggestions, or ask questions. Invitations are sent via ParentSquare.
- PTA (Parent Teacher Association) – The school has an active PTA that enhances the community feel by hosting family programs and advocating for students. They also fundraise to provide equal opportunities in the areas of art, science, and technology. They coordinate the Fine and Performing Arts curriculum, provide support and resources to the Science Lab, and ensure transportation for field trips.
- PAC (Parent Advisory Council) – Approximately once a month, the Superintendent of the Sulphur Springs School District solicits input and feedback from parents. Each school is allotted two seats for representation, usually a member of the PTA's Executive Board and a member of the Site Council. These school leaders also use the time together to find out what other schools are planning/doing and to share ideas.
- Volunteering – We encourage parents to volunteer in the classroom. This is a great opportunity to get involved in your child's education and become a part of the Valley View community. Parents must complete an online training offered on the district website before volunteering. Once completed, parents are welcome to come on-site and volunteer in the office or classroom.

## **State Priority: Pupil Engagement**

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

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

**Chronic Absenteeism by Student Group  
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	614	588	173	29.4
Female	307	296	83	28.0
Male	306	291	89	30.6
American Indian or Alaska Native	4	4	1	25.0
Asian	23	23	5	21.7
Black or African American	34	33	6	18.2
Filipino	35	33	6	18.2
Hispanic or Latino	423	403	125	31.0
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	14	14	5	35.7
White	79	76	24	31.6
English Learners	180	173	50	28.9
Foster Youth	5	4	3	75.0
Homeless	14	8	1	12.5
Socioeconomically Disadvantaged	418	401	118	29.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	83	80	36	45.0

*Last updated: 1/17/23*

## 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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.62%	0.61%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	1.63%	0.23%	1.44%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

*Last updated: 1/17/23*

**Suspensions and Expulsions by Student Group  
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.63	0.00
Female	0.65	0.00
Male	2.61	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.94	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.65	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.53	0.00
English Learners	1.67	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.91	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.20	0.00

*Last updated: 1/17/23*

**School Safety Plan (School Year 2022–23)**

School Safety Plan (School Year 2022-2023)

Valley View's School Safety Plan was reviewed and updated in November 2022 during our School Site Council Meeting. Valley View's School Safety Plan is continually monitored and updated for areas of improvement and/or change. Every student and staff member has the right to attend a safe school where he or she is free from physical or psychological harm. The School Safety Plan includes:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures

- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School-wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The School Safety Plan was Board approved on March 9, 2022.

*Last updated: 1/17/23*

## 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 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	15.00	3	4	
1	25.00		3	
2	25.00		2	
3	26.00		3	
4	32.00		1	1
5	30.00		2	
6	36.00			2
Other**	18.00	3	3	

\* 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 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	12.00	4	2	
1	12.00	3	2	
2	12.00	3	2	
3	21.00	1	3	
4	20.00	1	1	1
5	18.00	2		1
6	34.00			1
Other**	18.00	3	3	

\* 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 2021–22**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	1	3	
1	23.00		2	
2	24.00		3	
3	23.00		3	
4	32.00		1	
5	33.00			
6	35.00			2
Other**	22.00	3	2	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.

**Student Support Services Staff (School Year 2021–22)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	1.60
Social Worker	
Nurse	0.33
Speech/Language/Hearing Specialist	2.00
Resource Specialist (non-teaching)	
Other	0.00

\* 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: 1/18/23*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)**



Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9269.00	\$3945.00	\$5324.00	\$73027.00
District	N/A	N/A	\$5123.00	\$76440.00
Percent Difference – School Site and District	N/A	N/A	3.91%	-4.47%
State	N/A	N/A	\$6593.62	\$87271.00
Percent Difference – School Site and State	N/A	N/A	-19.00%	-16.00%

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

*Last updated: 2/14/23*

## Types of Services Funded (Fiscal Year 2021–22)

A combination of state and federal funding is used to cover all aspects of our instructional program. The District has increased positions, materials, professional development and supports to expand upon the instructional program for students.

Title I funding is used for the following:

- Professional Development
- Teachers on Special Assignment (TOSA)
- Tier II and III Reading Intervention (Orton Gillingham)

Title II funds are utilized to support professional development which enhances early learning strategies. TOSAs and LSTs are provided to support instruction through professional development and coaching opportunities.

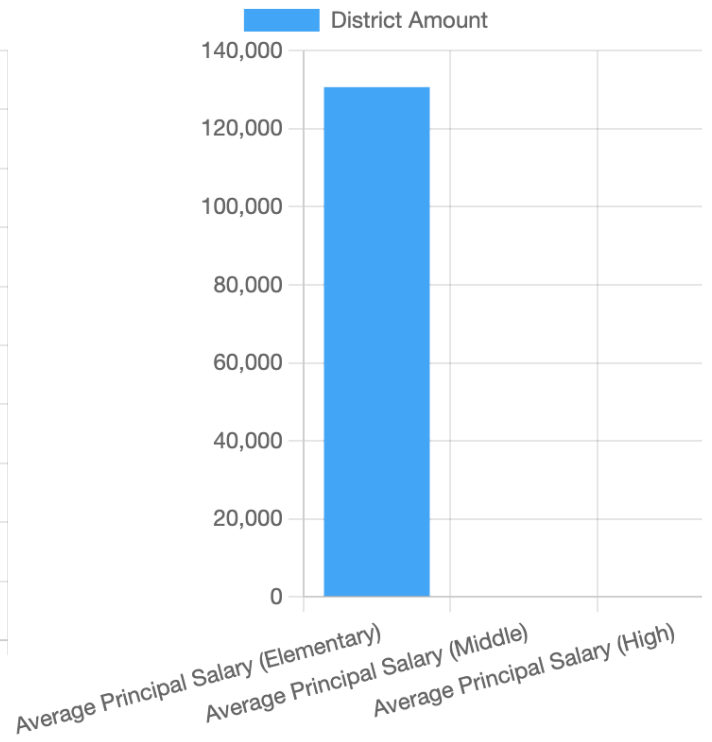
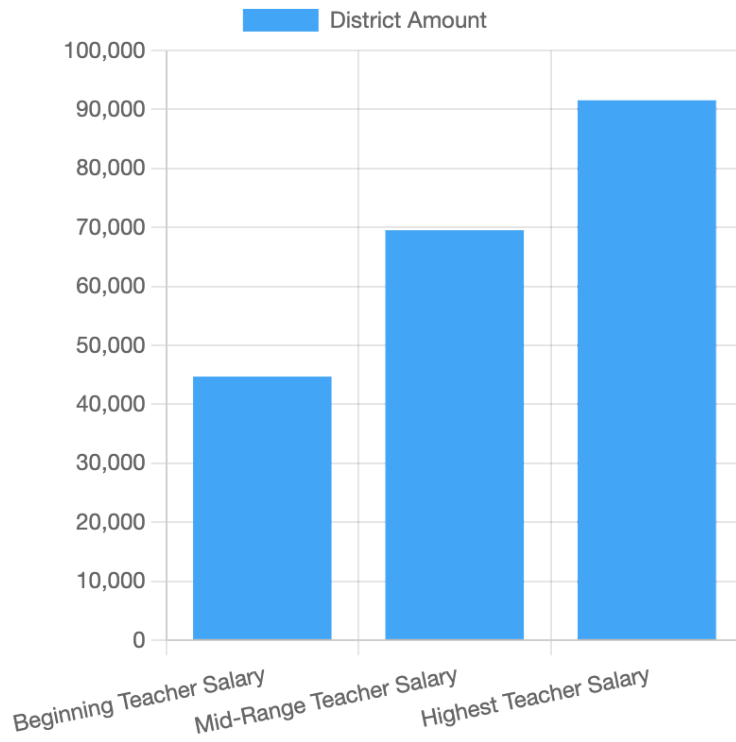
Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English Learner, and to expand parent engagement activities.

*Last updated: 1/18/23*

## Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44686.00	\$52640.75
Mid-Range Teacher Salary	\$69514.00	\$83981.39
Highest Teacher Salary	\$91548.00	\$107521.97
Average Principal Salary (Elementary)	\$130604.00	\$136246.56
Average Principal Salary (Middle)	\$0.00	\$142247.57
Average Principal Salary (High)	\$0.00	\$139199.00
Superintendent Salary	\$198606.00	\$242165.89
Percent of Budget for Teacher Salaries	31.03%	34.07%
Percent of Budget for Administrative Salaries	4.81%	5.47%

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



Last updated:

## Professional Development

Measure	2020– 21	2021– 22	2022– 23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/17/23

