

**Valley View Community Elementary**  
**2022–23 School Accountability Report Card**  
**Reported Using Data from the 2022–23 School**  
**Year**  
**California Department of Education**

<b>Address:</b>	19414 Sierra Estates Dr. Newhall, CA , 91321- 2196	<b>Principal:</b>	Mrs. Diem Johnson, Principal
<b>Phone:</b>	(661) 251-2000	<b>Grade Span:</b>	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.

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# About This School

## Mrs. Diem Johnson, Principal

📍 Principal, Valley View Community Elementary

### About Our School

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My name is Mrs. Johnson, and it is my great honor and privilege to serve as the principal of Valley View Community School. Valley View is a vibrant and unique school community rich in diversity, positive energy, and big dreams. Working alongside our dedicated teachers and staff, I am excited to continue the legacy of success established by strong relationships with families, students, and community members. Together, we will create a culture of care and excellence!

At Valley View, our faculty and I are thrilled to work in an environment where social-emotional growth is emphasized alongside academic prowess, recognizing that in addition to scholarship, students must build social skills and emotional intelligence to become leaders who effect positive change in our ever-evolving global community.

With great eagerness and enthusiasm, I look forward to a fantastic year with all of you.

Sincerely,

Mrs. Johnson

### Contact

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

Phone: [\(661\) 251-2000](tel:6612512000)

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

## Contact Information (School Year 2023–24)

### District Contact Information (School Year 2023–24)

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

### School Contact Information (School Year 2023–24)

<b>School Name</b>	Valley View Community Elementary
<b>Street</b>	19414 Sierra Estates Dr.
<b>City, State, Zip</b>	Newhall, CA , 91321-2196
<b>Phone Number</b>	(661) 251-2000
<b>Principal</b>	Mrs. Diem Johnson, Principal
<b>Email Address</b>	<a href="mailto:diemjohnson@sssd.k12.ca.us">diemjohnson@sssd.k12.ca.us</a>
<b>Website</b>	
<b>County-District-School (CDS) Code</b>	19650456071682

*Last updated: 12/18/23*

## School Description and Mission Statement (School Year 2023–24)

### 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, approximately 35 miles northeast of Los Angeles. The campus sits on a hillside overlooking the surrounding single-family homes and is the center of community in our neighborhood. In April of 2017, Valley View Community



School completed an approximately \$17.2 million school-wide facilities improvement project. There was 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. Also a 3,000 square feet expansion of our Main Building to provide a Staff Lounge and restroom facilities. The project 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 Transitional Kindergarten through 6th grade school-wide Title I school. We are currently educating approximately 550 students in twenty (20) general education classes, and 6 Moderate/Severe Special Day classes (including Pre-school). The 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 "all inclusive school culture" is a point of pride for our school community and district. We also have on campus 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. Valley View support staff includes two Speech and Language Pathologists, a Resource Specialist Teacher, two School Psychologists: one focused on Sp. Ed. students identified from the general education population, a second School Psychologist (focused on Sp.Ed. SH students' needs, Adaptive P.E. Teachers, and Occupational Therapists.

Valley View is an ethnically diverse school serving approximately 69% Hispanic students, 11% White students, 8% African American students, 4% Asian, 4% Filipino, 3% two or more races and 2% students from other ethnic backgrounds (non specified). Our school is linguistically diverse with approximately 29% of students identified as English Language Learners. Although, Spanish is the dominant non-English home language, there are 15 different home languages represented. Currently 70% percent of students participate in the Free/Reduced Lunch Program.

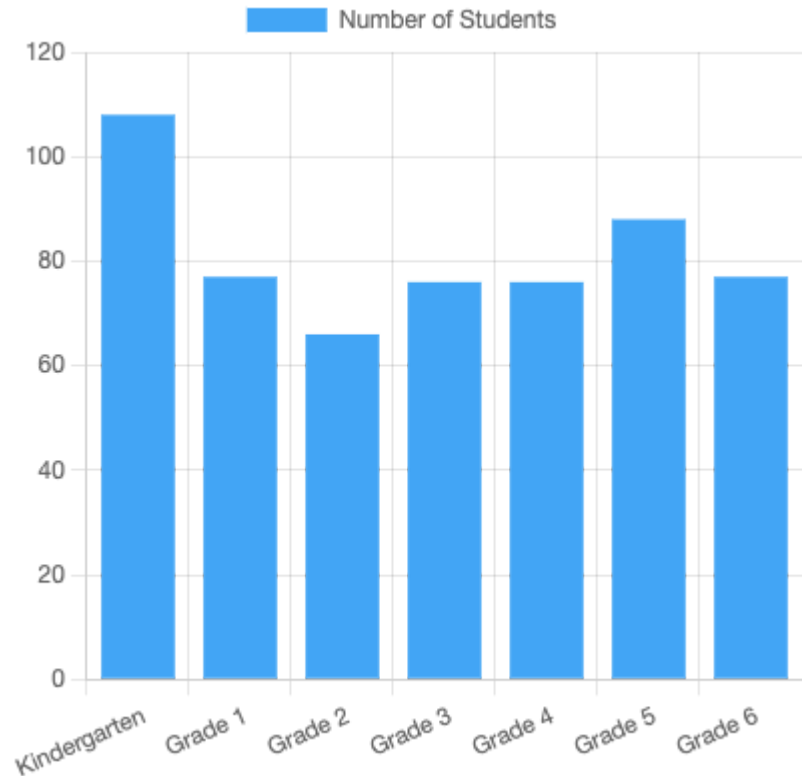
Valley View has a culture of care, respect and inspiring our students to reach their fullest potential, this is done collaboratively with our families and our community. Valley View's staff works hard to maintain a positive and supportive school climate. We recognize the importance of developing meaningful relationships with our students, parents and community and acknowledge the positive impact these relationships have on student achievement. The staff will continue to collaborate as a team to deliver great instruction via instructional strategies which foster the development of 21st Century Skills and advance common core state standards. We will continue to develop positive attitudes toward school and learning for students and staff alike.

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*Last updated: 1/10/24*

**Student Enrollment by Grade Level (School Year 2022–23)**

Grade Level	Number of Students
Kindergarten	108
Grade 1	77
Grade 2	66
Grade 3	76
Grade 4	76
Grade 5	88
Grade 6	77
Total Enrollment	568



Last updated: 12/18/23

**Student Enrollment by Student Group (School Year 2022–23)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Female	49.30%
Male	50.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.50%
Asian	5.80%
Black or African American	5.10%
Filipino	7.00%
Hispanic or Latino	67.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.60%
White	10.70%

<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
English Learners	27.60%
Foster Youth	0.40%
Homeless	1.60%
Migrant	0.00%
Socioeconomically Disadvantaged	72.00%
Students with Disabilities	12.90%

## **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/Incomplete/NA	2.00	7.78%	13.00	5.91%	18854.30	6.86%
<b>Total Teaching Positions</b>	<b>25.70</b>	<b>100.00%</b>	<b>220.90</b>	<b>100.00%</b>	<b>274759.10</b>	<b>100.00%</b>

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: 12/18/23*

## 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)	23.70	85.58%	207.70	88.13%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2.00	7.21%	8.00	3.39%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	3.00	1.27%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	2.00	0.85%	11953.10	4.28%
Unknown/Incomplete/NA	2.00	7.21%	15.00	6.36%	15831.90	5.67%
<b>Total Teaching Positions</b>	<b>27.70</b>	<b>100.00%</b>	<b>235.70</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

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: 12/18/23*

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

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

*Last updated: 11/2/23*

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

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

*Last updated: 11/2/23*

**Class Assignments**

<b>Indicator</b>	<b>2020– 21 Percent</b>	<b>2021– 22 Percent</b>
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%
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%	0%

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: 11/2/23*



## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: December 2023

The District provided researched based, standards aligned textbooks and materials for all students in grades 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 Advanced	Yes	0
Mathematics	Houghton Mifflin California Math Expressions Common Core	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	<b>Essential Elements for Band (Flute, Trombone, Trumpet, Alto-Saxophone, Clarinet, and Percussion)</b>	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/10/24

## School Facility Conditions and Planned Improvements

Valley View has 30 classrooms. It has a multipurpose room, a library, a computer lab, and a science lab. In April of 2017, our school completed a \$17.2 million school-wide facilities improvement plan. Our hard-working custodial and district maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed promptly. A work order process is used to ensure efficient service and the emergency repairs are given the highest priority. The school is kept clean daily with heavy or deep cleaning done during school breaks. It is a clean and well-maintained school.

*Last updated: 1/10/24*

### 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: 2022

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<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: 2022

Overall Rating	Exemplary
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*Last updated: 1/9/24*

## 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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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 completed state-  
administered assessment  
Percentage of Students Meeting or Exceeding the State Standard**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress. In 2021-22 the District utilized an alternative assessment STAR, which was approved by the State of California.

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
English Language Arts / Literacy (grades 3-8 and 11)	44%	51%	50%	48%	47%	46%
Mathematics (grades 3-8 and 11)	35%	38%	39%	38%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

*Last updated: 1/10/24*

**CAASPP Test Results in ELA by Student Group for students taking and  
completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress. In 2021-22 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	313	310	99.04%	0.96%	51.29%
Female	161	158	98.14%	1.86%	48.10%
Male	152	152	100.00%	0.00%	54.61%

<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>
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	20	20	100.00%	0.00%	70.00%
Black or African American	15	15	100.00%	0.00%	53.33%
Filipino	25	25	100.00%	0.00%	68.00%
Hispanic or Latino	216	214	99.07%	0.93%	45.79%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	12	12	100.00%	0.00%	66.67%
White	25	24	96.00%	4.00%	58.33%
English Learners	74	71	95.95%	4.05%	21.13%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	37	37	100.00%	0.00%	51.35%
Socioeconomically Disadvantaged	148	146	98.65%	1.35%	43.15%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	44	43	97.73%	2.27%	25.58%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/9/24*

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress. In 2021-22 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%	37.82%
Female	161	160	99.38%	0.62%	30.63%
Male	153	152	99.35%	0.65%	45.39%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	20	20	100.00%	0.00%	65.00%
Black or African American	15	15	100.00%	0.00%	53.33%
Filipino	25	25	100.00%	0.00%	60.00%
Hispanic or Latino	217	216	99.54%	0.46%	29.63%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	12	11	91.67%	8.33%	63.64%

<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>
White	25	25	100.00%	0.00%	44.00%
English Learners	75	75	100.00%	0.00%	13.33%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	37	37	100.00%	0.00%	43.24%
Socioeconomically Disadvantaged	149	148	99.33%	0.67%	30.41%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	44	43	97.73%	2.27%	16.28%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/9/24*



**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 2023 California Assessment of Student Performance and Progress. In 2021-22 the District utilized an alternative assessment STAR, which was approved by the State of California.

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
Science (grades 5, 8, and high school)	20.83%	28.57%	31.93%	32.48%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/9/24*

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight and High School (School Year 2022–23)**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress. In 2021-22 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	86	86	100.00%	0.00%	27.91%
Female	42	42	100.00%	0.00%	19.05%
Male	44	44	100.00%	0.00%	36.36%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	56	56	100.00%	0.00%	16.07%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	15	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	15	15	100.00%	0.00%	13.33%
Socioeconomically Disadvantaged	41	41	100.00%	0.00%	17.07%
Students Receiving Migrant	0	0	0%	0%	0%

<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>
Education Services					
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/9/24*

## 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 2022–23) 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:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	98.9%	99.3%	99.1%	98.9%	99.2%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/9/24*

## 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 2023–24)

Valley View Community School offers our parents a variety of ways to connect with the school and their child's education. Parents can connect by joining our 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 volunteering. A description is provided below of each of the listed ways to engage with our school.

ELAC (English Learner Advisory Committee) - This group meets with the Principal and shares challenges and suggestions specific to our English Learner programs and curriculum. ELAC meets 4 times a year.

SSC (School Site Council) – This group 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 any funds that supplement the regular budget. The SPSA helps keep our school on track in terms of meeting our goals –ensuring we have appropriate programs to provide academic excellence, to better engage students and their families, and to promote physical and emotional wellness on campus. The SSC meets monthly and meetings are open to our school families, though only members of the council may vote.

Safety Committee – This group of parents, teachers, and interested staff meet several times a year to review safety concerns and possible improvements. In addition, this group is responsible for reviewing and updating our school site Safety Plan, including Emergency Response Procedures.

Coffee with the Principal – Every month, families have the opportunity to meet with the Principal in an informal setting. This is a great time to share concerns and suggestions or to get questions answered. Invites are sent via ParentSquare.

PTA (Parent Teacher Association) – Our school has an active and wonderful PTA. Their main role is to enhance our community feel by hosting family programs and advocating for our students. They have also taken on the role of fundraising to provide school-wide events and enriching experiences for students.

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 our parents to volunteer in the classroom. This is a special opportunity to get involved in your child's education and become a part of the Valley View family. Parents must complete an online training offered on the district website. Once completed, parents are welcome to come on-site and volunteer in the office or the 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 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	598	591	135	22.8%
Female	298	292	65	22.3%
Male	300	299	70	23.4%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	3	3	0	0.0%
Asian	35	35	4	11.4%
Black or African American	30	29	2	6.9%
Filipino	43	43	6	14.0%
Hispanic or Latino	400	395	102	25.8%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	16	16	4	25.0%
White	65	64	13	20.3%
English Learners	169	166	38	22.9%
Foster Youth	4	3	0	0.0%
Homeless	15	15	4	26.7%

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
Socioeconomically Disadvantaged	446	440	108	24.5%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	86	85	36	42.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/9/24*

## 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

<b>Rate</b>	<b>School 2020–21</b>	<b>School 2021–22</b>	<b>School 2022–23</b>	<b>District 2020–21</b>	<b>District 2021–22</b>	<b>District 2022–23</b>	<b>State 2020–21</b>	<b>State 2021–22</b>	<b>State 2022–23</b>
Suspensions	0.00%	1.63%	1.84%	0.23%	1.44%	1.91%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/9/24*

**Suspensions and Expulsions by Student Group (School Year 2022–23)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	1.84%	0.00%
Female	0.67%	0.00%
Male	3.00%	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	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.75%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	2.96%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.47%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.16%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

*Last updated: 1/9/24*



## School Safety Plan (School Year 2023–24)

Valley View's School Safety Plan was reviewed and updated in December 2023 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 most recent Safety Plan was approved on March 8, 2023. ?

*Last updated: 1/11/24*

## 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 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)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
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.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	17.00	2	4	0
1	26.00	0	2	0
2	26.00	0	2	0
3	26.00	0	2	0
4	33.00	0	0	0
5	33.00	0	0	0
6	35.00	0	0	2
Other**	20.00	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 2022–23)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.37
Psychologist	0.80
Social Worker	0.50
Nurse	0.33
Speech/Language/Hearing Specialist	1.20
Resource Specialist (non-teaching)	
Other	3.20

\* 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: 1/9/24*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11080.53	\$4948.40	\$6132.13	\$71473.77
District	N/A	N/A	\$5732.96	\$73651.58
Percent Difference – School Site and District	N/A	N/A	6.96%	-2.96%

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
State	N/A	N/A	\$7606.62	\$88288.00
Percent Difference – School Site and State	N/A	N/A	-19.38%	-19.04%

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

*Last updated: 1/9/24*

## Types of Services Funded (Fiscal Year 2022–23)

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.

A combination of state and federal funding is used to cover all aspects of our instructional program.

Title I funds are used for (at least partially):

- Professional Development
- Provide TOSAs that support instruction

The District uses Title II funds to support professional development which will enhance early learning strategies. TOSAs were 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 learners, and to expand parent engagement opportunities.

Supplemental funds are used to provide Learning Support Teachers to support intervention for students. In addition, Orton Gillingham strategies, training and materials are provided to support Tier II and Tier III reading intervention for students.

*Last updated: 1/9/24*

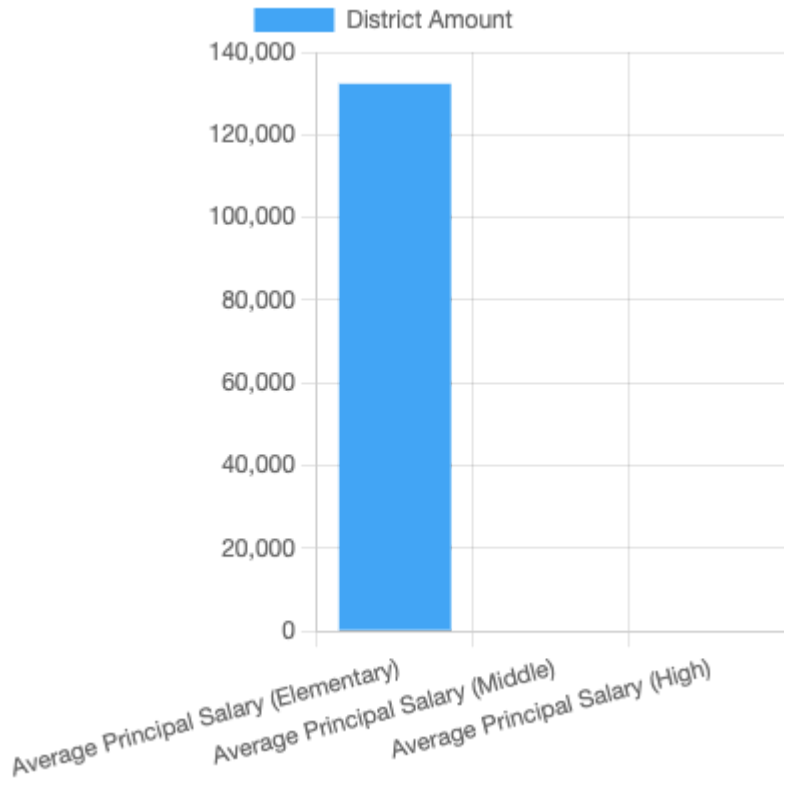
## Teacher and Administrative Salaries (Fiscal Year 2021–22)

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$46473.00	\$54045.78
Mid-Range Teacher Salary	\$72295.00	\$84515.22
Highest Teacher Salary	\$95210.00	\$110866.99
Average Principal Salary (Elementary)	\$132333.00	\$136840.86
Average Principal Salary (Middle)	\$0.00	\$141476.95
Average Principal Salary (High)	\$0.00	\$137985.00
Superintendent Salary	\$216877.00	\$217473.29
Percent of Budget for Teacher Salaries	30.63%	32.43%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	5.55%	5.62%

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





Last updated: 1/9/24

### Professional Development

Valley View Community School is dedicated to providing professional development opportunities for all educators to improve instruction and enhance student achievement. In addition to scheduled professional development days, the district and school also provide various opportunities throughout the year, such as on early release Wednesdays, after school, and during winter and summer breaks.

Every Wednesday, students are released one hour early to give teachers the opportunity for site-based professional development that includes professional learning communities, collaborative planning, and analyzing student data. The implementation of professional development is supported through meetings with teachers and principals, reporting and reflecting on student performance data, objective conferences, peer coaching, classroom observations, and consistent follow-up.

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/9/24