

**Valley View Community Elementary**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

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

Principal: Diem Johnson, Principal

Phone: (661) 251-2000

Grade Span: K-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, 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.

## About This School

### Diem Johnson, Principal

Principal, Valley View Community Elementary

#### About Our School

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

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 2020—2021)

### District Contact Information (School Year 2020—2021)

District Name	Sulphur Springs Union
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="http://www.sssd.k12.ca.us">www.sssd.k12.ca.us</a>

### School Contact Information (School Year 2020—2021)

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, Principal
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: 1/12/22

## School Description and Mission Statement (School Year 2020—2021)

### 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 nineteen (19) 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 general education population, a second School Psychologist (focused on Sp.Ed. SH students' needs, Adaptive P.E. Teachers, and Occupational Therapists.

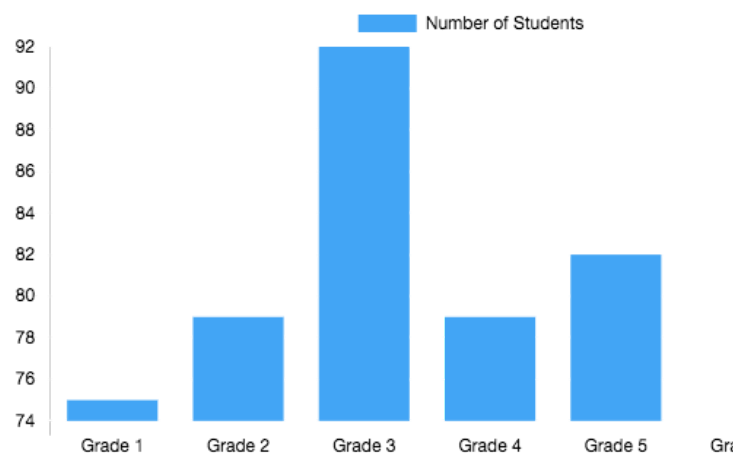
Valley View is an ethnically diverse school serving approximately 69% Hispanic students, 11% White students, 8% African American students, 4% Asian, 4% Filipino, 3% two or more races and 2% students from other ethnic backgrounds (non specified). Our school is linguistically diverse with approximately 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.

Last updated: 1/12/22

## Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	75
Grade 2	79
Grade 3	92
Grade 4	79
Grade 5	82
Grade 6	74
Kindergarten	77
Total Enrollment	558



Last updated: 1/12/22

## Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	7.50%
American Indian or Alaska Native	0.50%
Asian	3.60%
Filipino	4.50%
Hispanic or Latino	69.40%
Native Hawaiian or Pacific Islander	0.20%
White	11.30%
Two or More Races	2.70%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	68.10%
English Learners	28.90%
Students with Disabilities	12.00%
Foster Youth	0.20%
Homeless	0.70%

## 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

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020—2021)

Year and month in which the data were collected: January 2022

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 Common Core		0%
Science	McGrawHill- Inspire Science		0%
History-Social Science	K-5th Pearson History-Social Science for California 2006 6Tth Harcourt - Reflections Ancient Civilizations 2006	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: 1/13/22*

### 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: 1/12/22*

### 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 2022

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

### Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Exemplary
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*Last updated: 1/14/22*

## 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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

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: 1/17/22*



CAASPP Test Results in ELA by Student Group  
 Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	327	NT	NT	NT	NT
Male	170	NT	NT	NT	NT
Female	157	NT	NT	NT	NT
Black or African American	27	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Filipino	13	NT	NT	NT	NT
Hispanic or Latino	237	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
White	29	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	228	NT	NT	NT	NT
English Learners	84	NT	NT	NT	NT
Students with Disabilities	45	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/17/22

CAASPP Test Results in Mathematics by Student Group  
 Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	327	NT	NT	NT	NT
Male	170	NT	NT	NT	NT
Female	157	NT	NT	NT	NT
Black or African American	27	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Filipino	13	NT	NT	NT	NT
Hispanic or Latino	237	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
White	29	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	228	NT	NT	NT	NT
English Learners	84	NT	NT	NT	NT
Students with Disabilities	45	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/17/22

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

*Last updated: 1/17/22*

CAASPP Test Results in Science by Student Group  
 Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	NT	NT	NT	NT
Male	41	NT	NT	NT	NT
Female	36	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	56	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	52	NT	NT	NT	NT
English Learners	17	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/17/22

## Career Technical Education (CTE) Programs (School Year 2020—2021)

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Last updated: 1/17/22

## Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/17/22

## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/17/22

## 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 2020—2021)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/17/22

## 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 2021-2022)

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 (whether via Zoom or in person when that is possible again). This is a great time to share concerns and suggestions or to get your burning 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 ensure our kids have equal opportunities in the areas of art, science, and technology. They coordinate our Fine and Performing Arts curriculum, provide support and resources to our Science Lab, ensure transportation for every grade to off-site field trips (when possible), and so much more.

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. Volunteering has resumed under strict conditions due to the pandemic.

### 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

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	--	--	--	--	--	--	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	--	--	--	84.50%	84.20%	83.60%

### 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

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

Rate	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	0.32%	0.62%	0.96%	0.61%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.05%

#### Suspensions and Expulsions for School Year 2019—2020 Only

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

Rate	School 2020-2021	District 2020-2021	State 2020-2021
Suspensions	0.00%	0.23%	0.20%
Expulsions	0.00%	0.00%	0.00%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 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—2020 school year compared to prior years.

*Last updated: 1/14/22*

## School Safety Plan (School Year 2021-2022)

Valley View's School Safety Plan was reviewed and updated in January 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. For this year, we have added the Reopening Protocols to our School Safety Plan.

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

*Last updated: 1/12/22*



## 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 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	19.00	2	4	
1	24.00		3	
2	25.00		3	
3	26.00		3	
4	27.00		3	
5	24.00	1		2
6	27.00		3	
Other**				0

\* 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 2019-2020

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 2020–2021

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 (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

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

## Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

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

## Average Class Size and Class Size Distribution (Secondary) (School Year 2020-2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

*Last updated: 1/14/22*

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

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	

*Last updated: 1/1/00*

\* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	1.50
Social Worker	0.00
Nurse	0.30
Speech/Language/Hearing Specialist	2.00
Resource Specialist (non-teaching)	1.00
Other	3.00

*Last updated: 1/1/00*

\* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10153.87	\$4419.18	\$5734.69	\$78939.25
District	N/A	N/A	\$5625.77	\$76440.00
Percent Difference – School Site and District	N/A	N/A	1.94%	3.27%
State	N/A	N/A	\$8443.83	\$85863.00
Percent Difference – School Site and State	N/A	N/A	-32.00%	-8.00%

*Last updated: 1/10/22*

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

Types of Services Funded (Fiscal Year 2020–2021)

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
- using SIPPS as a Tier II reading intervention for students
- Learning Support Teachers to support intervention for students.

The District uses Title II funds to support professional development which will enhance early learning strategies. TOSAs are provided to support instruction through professional development and coaching opportunities.

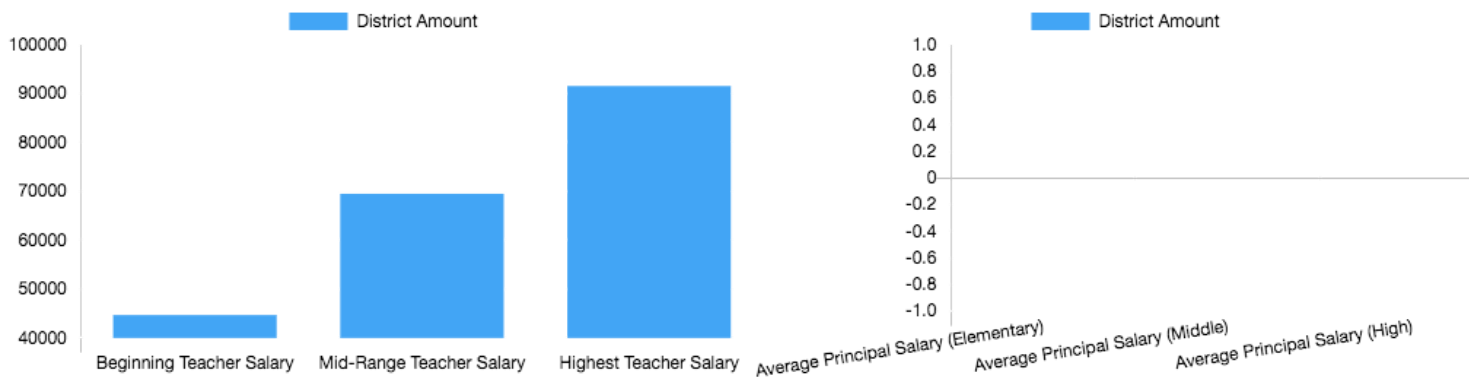
Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

*Last updated: 1/17/22*

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44686.00	\$52060.00
Mid-Range Teacher Salary	\$69514.00	\$84043.00
Highest Teacher Salary	\$91548.00	\$107043.00
Average Principal Salary (Elementary)	\$129743.00	\$133582.00
Average Principal Salary (Middle)	\$0.00	\$138803.00
Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$195149.00	\$240628.00
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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



*Last updated:*

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

*Last updated: 1/14/22*

\* Where there are student course enrollments of at least one student.

Professional Development

Valley View Community School is committed to providing professional development to every educator to improve instruction and enhance student achievement. In addition to the calendared professional development days, the district and sire also provides numerous professional development opportunities throughout the year, on early release Wednesday, after school, and during winter and summer breaks.

Every Wednesday, students are released one hour early to provide teachers with site-based professional development opportunities that include professional learning communities, collaborative planning, and student data analysis. Implementation of professional development is supported through teacher-principal meetings, student performance data reporting and reflection, objective conferences, peer coaching, classroom observations, and consistent follow-up.

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3