Central School District
Valle Vista Elementary School

Grades K through 5
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2018-19 School Accountability Report Card
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Principal's Message

Welcome to Valle Vista Elementary School's annual School Accountability Report Card. It provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Valle Vista is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable expectations for students. We are proud of our rigorous academic programs and extracurricular activities that actively engage all students and provide a well-rounded educational experience. Valle Vista was the recipient of the Campaign for Business & Education Excellence Honor Roll Schools for 2018-19! This award is presented to individual schools that have excelled in raising student achievement and closing achievement gaps.

At Valle Vista, staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

Mission Statement

"Valle Vista's mission is to instill a thirst for knowledge. Our daily focus is on rigorous academic standards that will prepare our students to be problem solvers and become independent thinkers. We promote success for all, recognizing the value and uniqueness of children from all backgrounds and ability levels. We enable students to achieve academic responsibility and promote community and social responsibility in a safe and healthy environment."

School Description

Valle Vista Elementary School is located in the western region of Rancho Cucamonga and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2018-19 school year, 439 students were enrolled, including 10.3% in special education, 8.4% qualifying for English Language Learner support, and 50.6% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	5.00%	Kindergarten	58
Amer. Indian or Alaska Native	0.20%	Grade 1	87
Asian	2.50%	Grade 2	61
Filipino	0.00%	Grade 3	80
Hisp. or Latino	54.20%	Grade 4	68
Native Hawaiian or Pacific Islander	0.50%	Grade 5	85
White	32.10%	Ungraded	0
Two or More Races	5.20%		
Students with Disabilities	10.30%		
Socioeconomically Disadvantaged	50.60%		
English Learners	8.40%		
Foster Youth	0.20%		
Homeless	6.40%		
		Total Enrollment	439

Contents

Student Achievement

Physical Fitness

In the spring of each year, Valle Vista Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2018-19			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Fifth	17.4	30.2	33.7

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.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy (grades 3-8 and 11)	56.0	54.0	55.0	56.0	50.0	50.0
Mathematics (grades 3-8 and 11)	47.0	44.0	43.0	43.0	38.0	39.0

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

CAASPP Test Results in ELA by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	238	236	99.16	0.84	54.24
Male	129	129	100.00	0.00	45.74
Female	109	107	98.17	1.83	64.49
Black or African-Amer.	16	16	100.00	0.00	31.25
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hisp. or Latino	116	116	100.00	0.00	52.59
Native Hawaiian or Pacific Islander					
White	85	83	97.65	2.35	62.65
Two or More Races	13	13	100.00	0.00	30.77
English Learners	27	26	96.30	3.70	50.00
Socioeconomically Disadvantaged	124	123	99.19	0.81	42.28
Students with Disabilities	30	29	96.67	3.33	31.03
Students Receiving Migrant Ed. Services					
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	35.71

CAASPP Test Results in Mathematics by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	237	236	99.58	0.42	43.64
Male	129	129	100.00	0.00	40.31
Female	108	107	99.07	0.93	47.66
Black or African-Amer.	16	16	100.00	0.00	25.00
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hisp. or Latino	116	116	100.00	0.00	39.66
Native Hawaiian or Pacific Islander					
White	84	83	98.81	1.19	50.60
Two or More Races	13	13	100.00	0.00	46.15
English Learners	26	26	100.00	0.00	42.31
Socioeconomically Disadvantaged	124	123	99.19	0.81	28.46
Students with Disabilities	30	29	96.67	3.33	27.59
Students Receiving Migrant Ed. Services					
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	28.57

Note: ELA/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

CAASPP Test Results in Science for All Students					
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)				
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for including in the 2018-19 SARC posting due February 1, 2020. These data will be included in the SARC 2019-20 posting due February 1, 2021.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan.*

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, the school marquee, the school website, posters, and Blackboard Connect (automated telephone message delivery system). Contact the principal or the PCI (Parent Community Involvement) Coordinator at (909) 981-8697 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone
Classroom Helper
Father Hawks
Fundraising Activities
Hawk Walk
Library Helper
Pastry with the Principal
Room Parent
Soccer Team
Track Team

Committees
English Learner Advisory Council
Parent Teacher Association
School Site Council

School Activities
Back to School Night
Cheer Squad
Classroom Volunteers
Family Nights
Field Day
Open House
Science Club
Soccer Team
Track Team

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Valle Vista Elementary School's original facilities were built in 1959; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

• Installation of 16 HVAC units throughout campus
• Concrete improvements
• Installation of new carpeting
• Upgrades to the playground
• Plumbing upgrades
• Painting of the curbs

2019-20 Campus Improvements in Progress:
• Upgrades to the HVAC systems
• Trip hazard repairs
• Upgrades to the playground
• Upgrades to the office for security and safety purposes

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Valle Vista Elementary School. The day custodian is responsible for:

• Classroom cleaning
• Cafeteria setup/cleanup
• Lunch area setup/cleanup
• Restroom cleaning
• Trash removal
• Opens the school
• Common use area cleaning
• Event setup/cleanup

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

• Classroom cleaning
• Restroom cleaning
• Trash removal
• Event setup/cleanup

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1959
Acreage	10.5
Square Footage	42117
	Quantity
Permanent Classrooms	22
Portable Classrooms	3
Restrooms (sets)	4
Playground(s)	3
Library	1
Administration Building	1
Covered Lunch Area	2
Multipurpose Room with Kitchen	1
Outside classroom with benches	1
Staff Lounge	1
Staff Work Room	1
Volunteer Workroom	1

Facilities Inspection
The district's maintenance department inspects Valle Vista Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Valle Vista Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Saturday, October 05, 2019. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Saturday, October 05, 2019			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✔		
B. Interior	✔		
C. Cleanliness	✔		
D. Electrical	✔		
E. Restrooms / Fountains	✔		
F. Safety	✔		
G. Structural	✔		
H. External	✔		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✔			

Rating Description
Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not signifcant and/or impact a very small area of the school.

Campus Supervision
School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, proctor, breakfast staff, and breakfast proctor are strategically assigned to designated entrance areas and the playground. During recess, proctors supervise playground activity. The principal, proctors, and lunch staff monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, proctors, and teachers monitor student behavior to ensure a safe and orderly departure.

Valle Vista Elementary School is a closed campus. During school hours, all visitors must show their state issued identification at the school's office to be scanned through the Lobbyguard system and wear the printed identification sticker while on school grounds.

School Site Safety Plan
The Comprehensive School Site Safety Plan was developed for Valle Vista Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and discussed by school staff in August 2019 and updated in March 2019.

Classroom Environment

Discipline & Climate for Learning
Valle Vista Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	16-17	17-18	18-19
School			
% Students Suspended	0.6	0.6	0.4
% Students Expelled	0.0	0.0	0.0
District			
% Students Suspended	1.7	1.3	1.7
% Students Expelled	0.0	0.0	0.0
State			
% Students Suspended	3.6	3.5	3.5
% Students Expelled	0.1	0.1	0.1

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
2016-17				
	Avg. Class	**Number of Classes**		
Grade	**Size**	**1-20**	**21-32**	**33+**
K	20.0	2	1	
1	25.0		3	
2	24.0		3	
3	26.0		3	
4	25.0		3	
5	24.0		3	
2017-18				
	Avg. Class	**Number of Classes**		
Grade	**Size**	**1-20**	**21-32**	**33+**
K	25.0	1	3	
1	27.0		2	
2	26.0		3	
3	28.0		2	
4	27.0		2	1
5	29.0		3	
2018-19				
	Avg. Class	**Number of Classes**		
Grade	**Size**	**1-20**	**21-32**	**33+**
K	19.0	1	2	
1	24.0		3	
2	25.0		3	
3	27.0		3	
4	24.0		2	
5	32.0		3	

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Valle Vista Elementary School revolve around the California State Standards. During the 2018-19 school year, Valle Vista Elementary School held staff development training devoted to:

• Instructional Strategies
• Next Generation Science Standards (NGSS)

• Professional Learning Communities
• State Standards
• Technology Training
• Visible Learning

Decisions concerning selection of staff development activities are performed by the principal, the Leadership Team, and the PLC guiding coalition using tools such as teacher input, state assessment results, district benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Valle Vista Elementary School supports ongoing professional growth throughout the year on early release Wednesdays. Teachers meet one a week in PLC teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2017-18, 2018-19, and 2019-20 school years, Valle Vista Elementary School's teachers attended the following events hosted by the Central School District:

2017-18 Training:
• California Dashboard
• LCAP Updates
• Safety
• Visible Learning

2018-19 Training:
• Behavior and the Healing Power of Relationships by Ron Powell
• Trauma

2019-20 Training:
• GATE Training
• Math Training

Valle Vista Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2017-18	2018-19	2019-20
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Valle Vista Elementary School are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Thursday, September 05, 2019, the Central School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #04-19-20 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the

cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, Central School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2017	Houghton Mifflin, *Journeys*	0 %
2016	Pearson, *Opening the World of Learning*	0 %
History-Social Science		
2007	Scott Foresman, *History-Social Studies for CA*	0 %
Mathematics		
2015	Great Minds, *Eureka*	0 %
Science		
2008	Macmillan/McGraw-Hill, *California Science*	0 %

Professional Staff

Counseling & Support Staff
Valle Vista Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Valle Vista Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2018-19		
	No. of Staff	FTE
Academic Counselor	0	0
Adaptive PE Specialist	1	*
Counselor	1	1.0
Health Clerk	1	1.0
Library Media Technician	1	0.4
Nurse	1	0.2
Occupational Therapist	1	*
Psychologist	1	0.2
Speech Pathologist	1	1.0

* as needed
Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment
During the 2018-19 school year, Valle Vista Elementary School had 19 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	School			District
	17-18	18-19	19-20	19-20
Total Teachers	23	19	23	210
Teachers With Full Credentials	23	19	22	205
Teachers Without Full Credentials	0	0	1	5
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	0	0	0	17
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	0
Vacant Teacher Positions	0	0	0	2

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

District Expenditures

Salary & Budget Comparison
State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2017-18		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	$40,844	$49,378
Mid-Range Teacher Salary	$72,185	$77,190
Highest Teacher Salary	$92,162	$96,607
Superintendent Salary	$179,563	$189,346
Average Principal Salaries:		
Elementary School	$111,984	$122,074
Middle School	$116,136	$126,560
High School	N/A	$126,920
Percentage of Budget:		
Teacher Salaries	37%	36%
Administrative Salaries	5%	6%

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

Expenditures Per Student
For the 2017-18 school year, Central School District spent an average of $9,445 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Central School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- California Clean Energy Jobs Act
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Ongoing and Major Maintenance Account
- Other Local: Locally defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title II
- Title III

Expenditures Per Pupil and School Site Teacher Salaries 2017-18					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	$8,651	N/A	N/A	N/A	N/A
Restricted	$1,001	N/A	N/A	N/A	N/A
Unrestricted	$7,650	$6,130	124.81	$7,507	101.91
Average Teacher Salary	$81,628	$74,776	109.16	$77,619	105.16

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

SARC Data

DataQuest
DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Valle Vista Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location
Parents may access Valle Vista Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Valle Vista Elementary School is Archibald Library, a branch of Rancho Cucamonga Public Library.

Address: 7368 Archibald Avenue, Rancho Cucamonga
Phone Number: (909) 477-2720
WebSite: http://www.rcpl.lib.ca.us/
Number of Computers Available: 22

Disclosure
The statistical information disclosed in this report is obtained from the California Department of Education and the Central School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in November 2019.