Valley View Elementary School

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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Alvord Unified School District
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School Description

You are invited to explore Valley View Elementary School's Annual School Accountability Report Card, which 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.

Valley View Elementary School is located in the central region of Riverside and serves students in grades kindergarten through five following a traditional calendar and is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable, expectations for students. Did you know that Valley View is one of two Alvord elementary schools offering Spanish Dual Language Immersion classes? Dual Language Immersion began at Valley View in 2015-16. As our program expands one grade level each year, by 2020-2021, Valley View will be offering the gift of bi-literacy to grades kindergarten through fifth. Our highly attended extended learning (After school) program provides intervention time for at-risk students and extracurricular activities that actively engage all students and provide a well-rounded educational experience. Students are motivated with a variety of goal setting; school-wide, grade level, and individually. Student academic achievement and adherence to school wide expectations is recognized and rewarded daily in classrooms and on the playground and multi-purpose room with Campus Supervisors. End of semester academic, behavior, and perfect attendance awards are awarded twice annually. Second Step is our behavior and character building curriculum which encourages students to be the best that they can be. Valley View Elementary School is quite proud to be recognized as an AVID Elementary site where we prepare all students for college and career using AVID strategies of: writing though note-taking, organization skills, collaboration, use of inquiry, and reading to learn. In 2019-2020, Valley View joined the No Excuses University Networks of schools due to our beliefs of NEU's 6 exceptional systems which strengthen our current values and beliefs being "all children deserve the right to attend a college or university should they choose to." Our college going culture is the foundation of all that we do and why our school motto is "Leading the Way. Leading the Future!"

A loving, collaborative partnership between the school and families exists to create a learning environment that promotes academic and social development, teaches responsibility and positive character attributes, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create responsible citizens full of purpose.

Mission Statement

Alvord Unified School District exists to ensure all students attain lifelong success through systems distinguished by:
- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

In addition, all schools strive to attain the Alvord vision that all students will realize their unlimited potential.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	119
Grade 1	104
Grade 2	112
Grade 3	101
Grade 4	70
Grade 5	65
Total Enrollment	571

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.7
Asian	1.1
Filipino	0.4
Hispanic or Latino	84.1
Native Hawaiian or Pacific Islander	0.2
White	7.9
Two or More Races	2.8
Socioeconomically Disadvantaged	76.9
English Learners	45.4
Students with Disabilities	5.8
Foster Youth	0.2
Homeless	3.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Valley View	17-18	18-19	19-20
With Full Credential	22	26	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Alvord Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	838
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	18

Teacher Misassignments and Vacant Teacher Positions at Valley View Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	3	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

On September 19, 2019, Alvord Unified School District's Board of Education held a public hearing to comply with requirements of Education Code Section 60019. Information provided at the public hearing detailed (1) the extent to which standards-aligned textbooks and instructional materials were provided to all students, including English learners; (2) the definition of "sufficient textbooks or instructional materials" means each student has a textbook or materials, or both, to use in class and to take home and does not mean the district is required to have two sets of textbooks for each student; (3) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, English language arts & English language development, history-social science, and science; (4) sufficient textbooks and instructional materials were provided to each student enrolled in foreign language and health classes; and (5) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12. During this hearing, the governing board determined that Alvord Unified School District provided each student with sufficient textbooks and instructional materials aligned to the California academic content standards consistent with the cycles and content of the California curriculum frameworks.

In addition, Alvord Unified School District has sufficient standards-aligned textbooks and instructional materials for all students, including English learners, enrolled in visual and performing arts classes. Developing a long-term textbook adoption plan for textbooks is in process.

Valley View Elementary School uses the governing board adopted textbooks and instructional materials as detailed in the table:

Textbooks and Instructional Materials
Year and month in which data were collected: September 19, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English Language Arts/English Language Development: McGraw Hill, World of Wonders, TK / Adopted in 2018 McGraw Hill, Wonders and Wonderworks, 1-5 / Adopted in 2018 Dual Language Immersion: McGraw Hill, Maravillas / Adopted in 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	McGraw Hill, World of Wonders, TK / Adopted in 2018 Houghton Mifflin, CA Math Expressions Common Core, K-2 / Adopted in 2015 Harcourt, HSP Math, 3-5 / Adopted in 2008 Houghton Mifflin Harcourt, CA Math Expressions Common Core, Spanish, Dual Language Immersion / Adopted in 2015 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%
Science	McGraw Hill, World of Wonders, TK / Adopted in 2018 Scott Foresman, California Science, K-5 / Adopted in 2007 Scott Foresman, California Ciencia, Dual Language Immersion / Adopted in 2007 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	McGraw Hill, World of Wonders, TK / Adopted in 2018 Scott Foresman, History-Social Science for California, K-5 / Adopted in 2007 Scott Foresman, History-Social Science for California-Spanish Edition, Dual Language Immersion / Adopted in 2007 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%
Health	Harcourt, Harcourt Health / Adopted in 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Valley View Elementary School, built in 1989, is located on 9.56 acreage and its square footage totals 52,180. The school has 19 permanent classrooms, 12 portable classrooms, four sets of restrooms, one administrative building, one computer lab, one library/media center and one multipurpose/cafeteria room. On-going campus improvements and maintenance ensure facilities are up to date and provide adequate space for students and staff.

Alvord Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California OPSC. Results of this survey are available in the school office or at the district. In addition, district maintenance staff makes repairs necessary to keep the school in good repair and working order. A district-wide work order process is used to ensure efficient service and to prioritize repairs.

The school is cleaned on a regular basis with a day custodian and evening custodians who work with the principal to develop a cleaning schedule to maintain a clean and safe environment for all students before, during and after the instructional day.

* All FIT report repairs described in the following table are completed, in progress, or planned for repair.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September 29, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	1 of 2 light bulbs is out in Nurse Office Restroom. Room 25-ceiling tiles have water stains Room 17-pieces of electrical conduit is missing and damage to eaves and gutter, Room 16-carpet is lifting. Room 14/old library-ceiling tile has water stain, ceiling tile has a hole, window trim is broken, creating an injury hazard, Library-ceiling tiles have water stains, Room K-2-ceiling tile is broken, ceiling tiles have water stains (girl's restroom and office), pencil sharpener cover is missing, Room 1-wallpaper is torn, Room 3-carpet is torn, Room 101-drinking fountain has low flow
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Boys' restroom (MPR) rotting food in urinals
Electrical: Electrical	Good	Room 20-Ethernet cover is loose, Room 19-ethernet cover is loose, Room 17-pieces of electrical conduit missing, Room 4-multiple light bulbs are out, unisex restroom (admin) 1 of 2 light bulbs out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Boys' restroom-formica is chipping near floor drain. Faucet is loose at base. Staff restroom-ceiling tile is loose (men's) (no access to women's as key turns lock but door wouldn't unlock. Room 1-faucet has low flow, Room 2-faucet has low flow, Room 4-faucet has low flow, Room 5-faucet has low flow, Room 6-faucet has low flow, girl's restroom- 1 toilet leaks at fitting, Room 101-drinking fountain has low flow, Boys' restroom (MPR) 3 toilets leak at fitting, hallway drinking fountains flow into mouth guard, girls' restroom (MPR)
Safety: Fire Safety, Hazardous Materials	Good	Room K-2-paint is peeling on walkway, Room K1-electrical cover broken
Structural: Structural Damage, Roofs	Good	Room 17-damage to eaves and gutter, Room 14/old library-dry rot on siding Room K-2-dry rot on siding, trip hazard at asphalt/cement seam
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Drain pipes are broken, trip hazard on walkway, trip hazard at asphalt/cement seam
Overall Rating	**Good**	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	28	35	40	42	50	50
Math	17	24	27	28	38	39

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.

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	14.9	26.9	7.5

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	239	235	98.33	35.32
Male	125	125	100.00	25.60
Female	114	110	96.49	46.36
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	204	200	98.04	34.50
White	18	18	100.00	44.44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	198	194	97.98	33.51
English Learners	127	125	98.43	37.60
Students with Disabilities	25	25	100.00	8.00
Foster Youth	--	--	--	--
Homeless	11	9	81.82	18.18

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	239	237	99.16	24.47
Male	125	125	100.00	24.80
Female	114	112	98.25	24.11
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	204	202	99.02	23.27
White	18	18	100.00	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	198	196	98.99	22.45
English Learners	127	127	100.00	25.98
Students with Disabilities	25	25	100.00	8.00
Foster Youth	--	--	--	--
Homeless	11	11	100.00	0.00

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 2019-20)
Parents are always welcome at Valley View Elementary School. Parents, family and community members are encouraged to by involved volunteering in the classroom, participating in a decision-making group, or attending school events. Safety is a priority, therefore all visitors are required to show verification (ID, Drivers Lic, etc) in order to enter the campus. Visitors are identified when wearing a visitors badge.

The school communicates with parents about upcoming school events through parent conferences, the school marquee, the school website, PeachJar, flyers, Class Dojo, text messaging, and Blacboard Connect automated calling/text message delivery system).

Volunteer Opportunities:
* Chaperone Field Trips
* Classroom Helper
* Fundraising Activities
* Parent Teacher Association (PTA)

School Advisory Groups & Committees:
* English Learner Advisory Council
* Parent Teacher Association
* School Site Council
* Action Team for Partnerships

School Events:
* Back to School Night
* Open House
* Student Performances, Showcases
* Student of the Month (SOM) Recognition (monthly)
* Semester Award Assemblies (2)
* Family Fridays (weekly except on SOM Fridays)
* Dual Language Immersion Community Nights (3)
* AVID Family Fridays (4)
* Parent University Workshops (8)

Any questions regarding opportunities for parental involvement may be directed to the school office staff at (951) 358-1670.

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.

School Safety Plan
The Comprehensive School Safety Plan was discussed with staff, evaluated, amended, reviewed, and updated in September, 2018. Valley View's Safe Climate Committee, comprised of staff, parents, and community members make revisions pertaining to site needs, such as evaluations, maps, accountability partners and changes in procedures. This plan, developed in collaboration with the school, local agencies and the district office, fulfills all legal requirements and complies with EC 32280-89. A school disaster preparedness plan that deals with a wide variety of emergency situations is included into the School Safety Plan. Earthquake, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; dress code policy; child abuse reporting procedures; routine and emergency disaster procedures; safe movement of students, parents and staff to and from school; maintaining a safe and orderly school environment; sexual harassment policy; safety procedures; suspension, expulsion, and mandatory expulsion policies; teacher notification of dangerous students policy; anti-bullying policy; and school discipline rules and procedures pursuant to EC 35291 and 35291.5.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.0	2.1	0.3
Expulsions Rate	0.0	0.0	0.3

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	2.8	2.6
Expulsions Rate	0.3	0.3	0.5

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	571.0

* 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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	.5

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	3	3		23	1	5		20	3	3	
1	19	3	2		24		4		21	2	3	
2	17	1	3		23		4		24		4	
3	22	1	2		22	1	2		24		5	
4	29		2		30		3		27		2	
5	30		2		32		2		27		3	
Other**												

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4

All staff members participate in professional development offered by the school. In addition, many staff members participate in additional trainings appropriate for individual needs or for specific programs sponsored by the district through departments. Site professional development is held during early release and grade level/subject collaboration days. These collaborations focus on content standards by grade level and provide teachers time to plan for first best instruction. Grade level release time (Tuesday early release, P.E./prep) affords opportunities to discuss student results on formative and summative assessments. District professional development includes release days and after school workshops. When appropriate to meet the needs of students, staff attends conferences. Site academic coaches support certificated and paraprofessional staff by providing workshop opportunities, individual mentoring, and in-class coaching. New teachers are supported by the Teacher Induction Program that includes coaching and mentoring. Classified paraprofessionals and support staff attend job-related training provided by the site and district.

During 2019-20, Valley View Elementary School's professional development focused on:
- Cognitively Guided Instruction for Math
- English Language Development: Standards Based Instruction and Lesson Design
- Advancement via Individual Determination (AVID)
- Step-Up-To-Writing (SUTW)
- Resilience in School Environment (RISE)
- Healthier Generation
- Playworks (Recess Reboot)
- Multi-Tiered Systems of Support (MTSS)
- Elementary Music
- Active Shooter Training/School Safety
- No Excuses University (NEU)
- Reading Interventions: Crossing the Midline, Fluency, Literacy Centers/Stations
- Imagine Math/Imagine Learning Literacy (IM,IL)
- Positive Behavior Intervention Support (PBIS)

Alvord Unified School District provided professional development for teachers and support staff in 2018-19 on various topics related to state mandated assessments (SBAC, ELPAC), special education assessments, interim assessments, formative assessments (PELI, DIBELS), student data chats, Aeries/CALPADS data management for specific school staff, instructional strategies for English learners, interventions with Wonderworks, behavior supports, mandated special education forms/plans, crisis response, student success teams, and Aeries gradebook.

The annual number of school days dedicated to staff development and/or collaboration are attended by either all staff, grade level teams, or subject level teachers:
2017-18: 5
2018-19: 4
2019-20: 4

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,579	$51,374
Mid-Range Teacher Salary	$83,720	$80,151
Highest Teacher Salary	$112,291	$100,143
Average Principal Salary (ES)	$129,356	$126,896
Average Principal Salary (MS)	$134,810	$133,668
Average Principal Salary (HS)	$146,265	$143,746
Superintendent Salary	$281,011	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$ 7,733	$ 760	$ 6,974	$ 83,806
District	N/A	N/A	$ 7,069	$92,673.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-200.0
School Site/ State	-200.0	-200.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

In addition to local, state, and federal funds for special education and the base educational program, Valley View Elementary School received the following supplemental state and federal funds in 2018-19:

State Local Control Funding Formula Supplemental & Concentration Grants to increase or improve services for low income students, English learners or foster youth.

Federal Title I funds to provide school-wide supplemental services to support students identified as not meeting the rigorous state academic standards. Specific services and actions are described in the school's School Plan and/or the District's Local Control and Accountability Plan.

DataQuest

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

Internet Access

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