Valle Vista Elementary School

43900 Mayberry Avenue • Hemet, CA 92544 • (951) 927-0800 • Grades K-5
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Hemet Unified School District
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District Governing Board

Mrs. Stacey Bailey

Mrs. Megan Haley

Mr. Gene Hikel

Mr. Victor Scavarda

Mr. Patrick Searl

Mr. Ross Valenzuela

Mr. Joe Wojcik

District Administration

Mrs. Christi Barrett
Superintendent

Mrs. Christi Barrett
Superintendent

Dr. LaFaye Platter
Deputy Superintendent
Human Resources

Mr. Vince Christakos
Assistant Superintendent
Business Services

Dr. David Horton
Assistant Superintendent
Educational Services

Principal's Message:

Dear Parents/Guardians/Community Members,

Welcome to Valle Vista Elementary School of Hemet Unified! We take great pride in our school and believe it is one of the finest elementary schools in the San Jacinto Valley. We have a very dedicated staff who believes that ALL children can learn. Various intervention and enrichment programs are offered throughout the year aimed at meeting the needs of all students. We offer an English Language Development program in grades TK-5. Students are prepared for the technology age by means of two computer labs and computers in every classroom. Each classroom is equipped with at least seven laptop and/or Chromebook computers for student learning, and more than half our classrooms have SmartBoard interactive whiteboards. Our fifth grade classrooms are one-to-one with Chromebooks, as each student is assigned a Chromebook computer for use during school. Additionally, we offer our students access to computer-based enrichment and intervention programs for both at school and at home, such as Imagine Learning, Odyssey Compass Learning, ST Math, RAZ Kids Reading, and Accelerated Reader.

We are looking forward to a very productive year in which all our Viking students are successful. Teachers and students work diligently in a new California State Standards-based curriculum and SmarterBalanced assessment program. One of our goals this year is to continue to improve on our past successes and ensure a high level of achievement for all students. With our experienced staff and supportive parents, we believe that we can, not only accomplish our goals, but exceed them.

In order to support a safe and welcoming school environment, we practiced school-wide Positive Behavior Interventions and Supports, where we set explicit expectations for our students, teach necessary skills to meet those expectations, and positively reinforce when expectations are being met.

We encourage all parents to become active in their child's education. This can be accomplished through volunteering, attending parent-teacher conferences, open house, and back to school events. Your involvement is critical in the success of your child. I look forward to meeting and working with our parents and community, and if you would ever like, please stop by the school, visit our school website at vallevista.hemetusd.org, send an email, or call us at (951) 927-0800.

Our Mission: Valle Vista's mission is to create a culture of universal achievement.

Our Vision: At Valle Vista Elementary, we envision a clean, safe, and respectful environment with happy, enthusiastic children who are supported both by involved families and highly qualified and engaged staff, in an effort to achieve common educational goals.

Our Core Values:
1. We believe it is the student's, parent's, staff's, and community's responsibility to ensure every student, with appropriate support, becomes successful, lifelong learner.
2. We believe all students have the right to a safe, orderly, supportive and positive school environment.
3. We believe in the power of collaboration among and between grade levels.

School Profile:

This annual report describes Valle Vista Elementary as a school where staff, students and parents work together to foster high expectations and a commitment to academic excellence. Valle Vista Elementary prides itself on meeting the needs of all students with a vision towards preparing children to face the demands of the 21st century.

Valle Vista Elementary School is located in the eastern San Jacinto Valley and is part of the Hemet Unified School District. The community of Valle Vista is in the Hemet Post Office jurisdiction but represents a long established agricultural area of the valley, in transition to a more urbanized bedroom community for the city of Hemet. Valle Vista Elementary School is located at the corner of Fairview and Mayberry Avenues.

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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	121
Grade 1	107
Grade 2	101
Grade 3	111
Grade 4	117
Grade 5	125
Total Enrollment	682

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.7
Asian	0.4
Filipino	0.6
Hispanic or Latino	50
Native Hawaiian or Pacific Islander	1.6
White	39.4
Two or More Races	4.4
Socioeconomically Disadvantaged	80.5
English Learners	14.5
Students with Disabilities	13.5
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (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			
Valle Vista Elementary School	14-15	15-16	16-17
With Full Credential	35	37	34
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	1	0	0
Hemet Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	1071
Without Full Credential	♦	♦	32
Teaching Outside Subject Area of Competence	♦	♦	94

Teacher Misassignments and Vacant Teacher Positions at this School			
Valle Vista Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	97.2	2.8
High-Poverty Schools	97.1	2.9
Low-Poverty Schools	98.6	1.4

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, including English learners kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

AB 1246, added Education Code Section 60210, which allows the district to use any instructional materials, not just state-adopted, as long as they are aligned with the academic content standards. The EC 60119 has a new section (e) with a reference to the Common Core State Standards (CCSS). The section states: "For the purpose of transitioning to instructional materials that are aligned with the common core academic content standards, it is the intent of the Legislature that textbooks, instructional materials, and supplemental instructional materials be deemed to be aligned with the content standards pursuant to subdivisions (a) and (c), and be deemed consistent with the content and cycles of the curriculum framework adopted by the state board pursuant to subdivision (a) if the textbooks, instructional materials, supplemental instructional materials, or a combination of any such materials are aligned to the content standards adopted pursuant to Section 60605 or 60605.8." This addition means that materials aligned to either the 1997 standards or the 2010 CCSS standards for mathematics and English Language Arts are compliant with Williams Act requirements. In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 9/6/16 that each pupil in the district, including English learners in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below:

Textbooks and Instructional Materials Year and month in which data were collected: September 6, 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	English Now! V 2.0 - LitConn, Inc. Dec. 2006 Open Court Reading - SRA/McGraw Hill May 2002 SRA/Reach Scholastic Read 180 - SRA/McGraw Hill .Scholastic, Inc. July 2005 Imagine Learning English - Imagine Learning 2014 Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) - Developmental Studies Center May 2013 Compass Learning - Odyssey June 2011 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Scott Foresman Addison Wesley enVisionMath - California - Pearson Scott Foresman June 2008 MIND ST Math Program - MIND Research Institute October 2011 Compass Learning - Odyssey June 2011 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Harcourt Science California Edition - Harcourt Brace March 2001 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	History-Social Science for California - Pearson, Scott-Foresman June 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	**Percent of students lacking their own assigned textbook:** 0%
Health	Harcourt Health & Fitness - Harcourt, Inc. July 2005 **Percent of students lacking their own assigned textbook:** 0%
Visual and Performing Arts	**Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	**Percent of students lacking their own assigned textbook:** N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Valle Vista Elementary School opened its doors in the fall of 1992. Valle Vista School currently houses nearly 700 students utilizing both permanent and relocatable classrooms on approximately 12 acres. Every classroom has adequate space and all the materials needed to ensure student success. The campus was repainted in the summer of 2008, with interior paint and wall paper repairs made also. The main irrigation water supply was replaced and improved during the Winter of 2010. Valle Vista has 2 computer labs, a library, and a multi-purpose room.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Boys portable restroom: 1 light out. Floor seams need weld. Portable custodial closet: Hole in tile floor-Missing ceiling tile-Housekeeping-Floor seams need weld. Portable rm 23: Carpet seam needs repair. Portable rm 24: Ceiling tile water spots Portable rm 31: Ceiling tile spots. Rm 1: Ceiling has water spots. rm 15: Ceiling tile water spots. Rm 2: Wallpaper coming off.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Portable custodial closet: Hole in tile floor-Missing ceiling tile-Housekeeping-Floor seams need weld.
Electrical: Electrical		X		Portable rm 25:
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Outside restroom boys: 1 sink inoperable. Rm 7: Water fountain.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Outside blacktop play area: Cracks in asphalt throughout play area.

Table header: School Facility Good Repair Status (Most Recent Year). Year and month in which data were collected: 11/1/2016

Overall Rating	Exemplary	Good	Fair	Poor
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Results for All Students - Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
Subject	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	53	53	55	48	45	43	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.4	27.4	27.4

* 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.

2015-16 CAASPP Results for All Students						
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	30	31	33	37	44	48
Math	26	28	22	24	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	131	128	97.7	54.7
Male	75	73	97.3	61.6
Female	56	55	98.2	45.5
Hispanic or Latino	62	61	98.4	45.9
White	50	49	98.0	71.4
Socioeconomically Disadvantaged	59	57	96.6	47.4
English Learners	18	17	94.4	17.7
Students with Disabilities	24	23	95.8	56.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	117	116	99.2	34.5
	4	118	116	98.3	25.9
	5	131	128	97.7	33.6
Male	3	56	56	100.0	33.9
	4	53	52	98.1	21.1
	5	75	73	97.3	32.9
Female	3	61	60	98.4	35.0
	4	65	64	98.5	29.7
	5	56	55	98.2	34.5
Hispanic or Latino	3	61	60	98.4	35.0
	4	59	57	96.6	15.8
	5	62	61	98.4	22.9
White	3	48	48	100.0	37.5
	4	49	49	100.0	40.8
	5	50	49	98.0	44.9
Socioeconomically Disadvantaged	3	55	55	100.0	21.8
	4	65	63	96.9	20.6
	5	59	57	96.6	26.3
English Learners	3	18	18	100.0	5.6
	4	18	18	100.0	
	5	18	17	94.4	
Students with Disabilities	3	18	18	100.0	5.6
	4	19	19	100.0	10.5
	5	24	23	95.8	8.7

Table title: School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	117	117	100.0	38.5
	4	118	116	98.3	25.9
	5	131	128	97.7	20.3
Male	3	56	56	100.0	37.5
	4	53	52	98.1	21.1
	5	75	73	97.3	23.3
Female	3	61	61	100.0	39.3
	4	65	64	98.5	29.7
	5	56	55	98.2	16.4
Hispanic or Latino	3	61	61	100.0	36.1
	4	59	57	96.6	17.5
	5	62	61	98.4	11.5
White	3	48	48	100.0	41.7
	4	49	49	100.0	38.8
	5	50	49	98.0	30.6
Socioeconomically Disadvantaged	3	55	55	100.0	25.4
	4	65	63	96.9	17.5
	5	59	57	96.6	8.8
English Learners	3	18	18	100.0	16.7
	4	18	18	100.0	
	5	18	17	94.4	
Students with Disabilities	3	18	18	100.0	11.1
	4	19	19	100.0	
	5	24	23	95.8	4.3

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)
Parent involvement opportunities are available to all parents at all schools. These offerings are available in both English and Spanish. These opportunities include Parent Project® (secondary), Parent Project Jr.® (elementary), District English Learner Advisory Committee (DELAC), English Learner Advisory Committee - site level (ELAC), District Advisory Committee (DAC), Parent Engagement Leadership Institute (PELI), Parent Institute for Quality Education (PIQE), ESL classes by Mt. San Jacinto Community College, Watch DOGS program, Parent-Teacher Association (PTA), a district-wide PTA/ELAC community event, named, "Hemet Posada," and the District Curriculum Council.

The site addresses all areas of parent involvement through their Single Plan For Student Achievement. For more information, contact the site Principal, Christine Ramirez-Shows at (951) 927-0800.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
(1) Assessment of the current status of school crime committed on school campuses and at school-related functions.
(2) Includes strategies and programs that provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
  (A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.
  (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.).
  (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.
  (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.
  (E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.
  (F) The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.
  (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
  (H) A safe and orderly environment conducive to learning at the school.
  (I) The rules and procedures on school discipline adopted pursuant to Sections 35291 and 35291.5.
  (J) Schoolsite council or school safety planning committee, develops and updates the comprehensive school safety plan, shall, where practical, consult, cooperate, and coordinate with other schoolsite councils or school safety planning committees.
  (K) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.
  (L) As comprehensive school safety plans are reviewed and updated and includes policies and procedures aimed at the prevention of bullying.
  (M) The comprehensive school safety plan, written and updated by the schoolsite council or school safety planning committee on (2/8/16) and was submitted to the District for approval pursuant to subdivision (a) of Section 32288 on (2/11/16).

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.3	4.4	2.0
Expulsions Rate	0.0	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	7.3	7.0	6.3
Expulsions Rate	0.2	0.3	0.3
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		20
Percent of Schools Currently in Program Improvement		80.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0.33
Speech/Language/Hearing Specialist	1.5
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	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.

Average Class Size and Class Size Distribution (Elementary)												
	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Grade	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	28	19	19		2	2	4	5	5			
1	30	26	26				3	4	4			
2	29	26	26				3	4	4			
3	25	22	22	1	2	2	4	4	4			
4	32	32	32				2	3	3	1		
5	26	23	23	1	2	2	3	4	4			
Other	4	8	8	1	1	1						

Professional Development provided for Teachers

The school district provides certificated and classified members with opportunities for professional growth and training in a variety of programs and initiatives. The training provided through the Professional Development Academy allows teachers, administrators, and paraprofessionals to become highly skilled at providing quality leadership, instruction, and support to the district's students.

The focus of the Professional Development Academy has been on the implementation, support, and instructional improvement of California State Standards. The district's Educational Department, including Academic Coaches provide ongoing support and training in the skillful delivery of the adopted standards. Additionally, the Academic Coaches provide a variety of district and site based trainings based on data, principal feedback and, teacher survey results. Achievement data is used to determine site support and priorities for professional development opportunities. Teachers are provided with multiple opportunities throughout the school year and during the summer to participate in trainings. The PDA also supports our new teachers through our Center for Teacher Innovation (CTI) Induction Program and provides intensive coaching to support them in their new teaching assignment.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,694	$45,092
Mid-Range Teacher Salary	$71,781	$71,627
Highest Teacher Salary	$94,889	$93,288
Average Principal Salary (ES)	$121,056	$115,631
Average Principal Salary (MS)	$123,266	$120,915
Average Principal Salary (HS)	$136,990	$132,029
Superintendent Salary	$236,140	$249,537
Percent of District Budget		
Teacher Salaries	37%	37%
Administrative Salaries	6%	5%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,674	$1,655	$5,019	$74,350
District	♦	♦	$5,327	$76,186
State	♦	♦	$5,677	$75,837
Percent Difference: School Site/District			-5.8	4.5
Percent Difference: School Site/ State			-6.2	1.9

* Cells with ♦ do not require data.

Types of Services Funded

Every classroom is equipped with an LCD projector, Document Camera, and easel to allow greater use of the curricular materials. Some classrooms are additionally equipped with SmartBoard interactive whiteboards. After school interventions are funded with Title I categorical funds.

The SAFE after school program services students in grades one through eight from the time the dismissal bell rings until 6:00 PM. There are approximately 120 students enrolled in the program at Valle Vista. The program is financed through State funds (Prop-49). The SAFE program also funds after school interventions targeting students who are scoring below proficiency on grade level standards.

Other programs that are funded are: Pathfinder, Elementary Counselors, ST Math, Compass Learning, Imagine Learning, Reading Learning Dynamics.

OTHER PROGRAMS:
To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district:

Site Allocated:

LCAP Supplemental Initiatives -- $79,623
Supplemental/Concentration -- $33,829
Site Lottery -- $27,834
Title I -- $98,819
Spec Ed Federal Local Asst. -- $118,550
ASES, After School Program -- $73,589
Special Education State/Local -- $926,413

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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.