

# Valley View Academy of Technology and Creative Learning (TK-6)

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

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

### 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.

## Mrs. Margaret Rasmussen, Principal

 Principal, Valley View Academy of Technology and Creative Learning (TK-6)

### About Our School

### Contact

*Valley View Academy of Technology and Creative Learning (TK-6)*  
237 Melcanyon Rd.  
Duarte, CA 91010-1528

Phone: 626-599-5501  
E-mail: [mrasmussen@duarteusd.org](mailto:mrasmussen@duarteusd.org)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Duarte Unified
<b>Phone Number</b>	(626) 599-5000
<b>Superintendent</b>	Gordon Amerson
<b>E-mail Address</b>	<a href="mailto:gamerson@duarteusd.org">gamerson@duarteusd.org</a>
<b>Web Site</b>	<a href="http://www.duarteusd.org">www.duarteusd.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Valley View Academy of Technology and Creative Learning (TK-6)
<b>Street</b>	237 Melcanyon Rd.
<b>City, State, Zip</b>	Duarte, Ca, 91010-1528
<b>Phone Number</b>	626-599-5501
<b>Principal</b>	Mrs. Margaret Rasmussen, Principal
<b>E-mail Address</b>	<a href="mailto:mrasmussen@duarteusd.org">mrasmussen@duarteusd.org</a>
<b>Web Site</b>	<a href="http://www.ValleyViewAcademy.org">http://www.ValleyViewAcademy.org</a>
<b>County-District-School (CDS) Code</b>	19644696012959

*Last updated: 12/13/2018*

### School Description and Mission Statement (School Year 2018—19)

Valley View Academy prepares students to be confident, caring, critical thinkers who work collaboratively and creatively to be successful in the 21st Century.

The school is an outstanding and committed community of students, parents, faculty, and support staff. The standards are high, the work ethic is unparalleled, and children come first. We give each child the attention they need in order to learn and grow to their fullest potential. It is our mission to implement and effectively deliver a positive, safe rigorous, and inclusive learning experience with differentiated instructional opportunities and high expectations for all.

Valley View is a TK-6 grade Academy school in the Duarte Unified School District. Set at the base of the foothills, in a beautiful area, our school serves the Northwestern portion of Duarte. The school strives toward mastery of the Common Core Standards. Valley View has made consistent yearly gains on the SBAC. Valley View was selected as a 2010 California Distinguished school. In 2016-2017 and 2017-2018 Valley View was a California Honor Roll recipient, recognized for demonstrating consistent high levels of student academic achievement, improvement in achievement over time, and reduction in achievement gaps. The Academy was recognized in 2017-2018 as a bronze award winner in Positive Behavior Intervention and Support (PBIS) strategies.

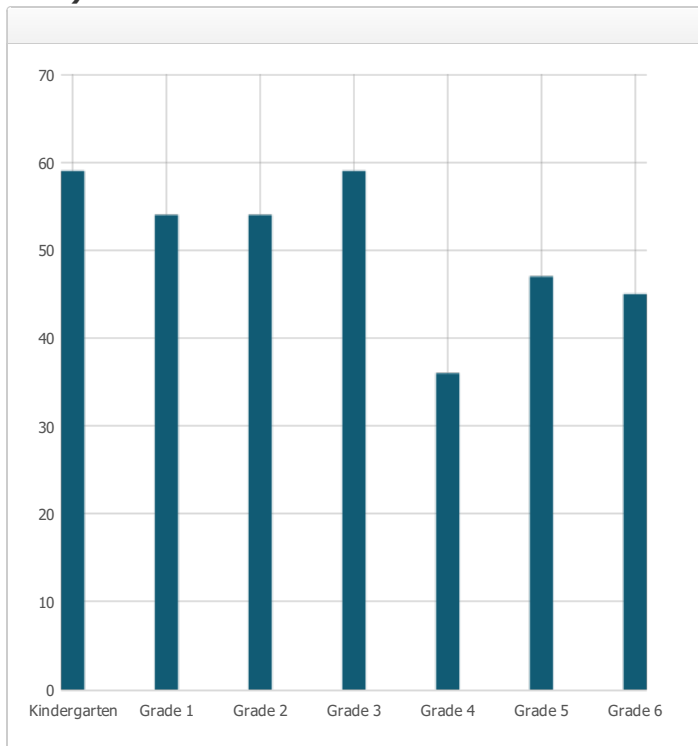
During 2017-2018, 354 students were enrolled at school, with classes arranged on a traditional schedule calendar. The average class size in TK-3 was 24 students. The average class size in 4-6 was 29 students.

Our diverse population offers students the opportunity to understand and enjoy other cultures. Our parents are engaged and their volunteerism offers the students a variety of experiences.

*Last updated: 12/13/2018*

### Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	59
Grade 1	54
Grade 2	54
Grade 3	59
Grade 4	36
Grade 5	47
Grade 6	45
<b>Total Enrollment</b>	<b>354</b>



Last updated: 12/13/2018

### Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	3.7 %
American Indian or Alaska Native	%
Asian	5.1 %
Filipino	4.8 %
Hispanic or Latino	63.6 %
Native Hawaiian or Pacific Islander	0.3 %
White	19.2 %
Two or More Races	2.5 %
Other	0.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	60.2 %
English Learners	11.3 %
Students with Disabilities	15.8 %
Foster Youth	0.6 %

## A. Conditions of Learning

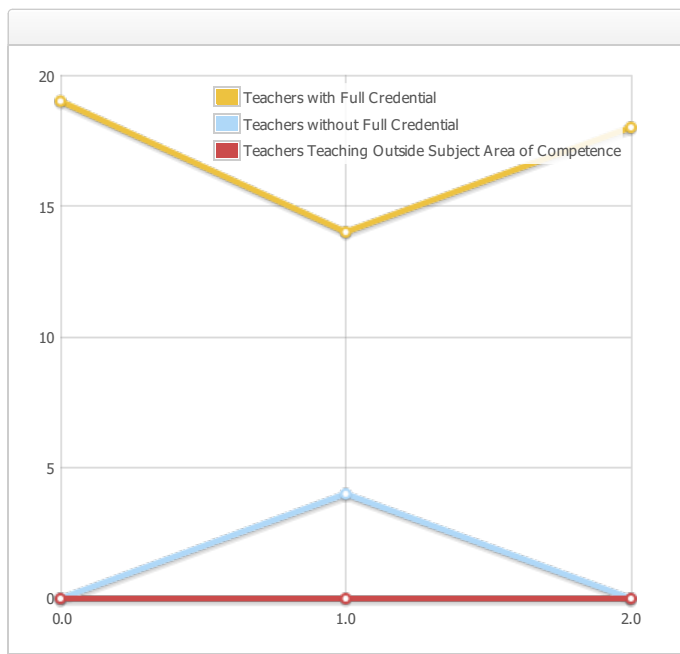
### State Priority: Basic

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

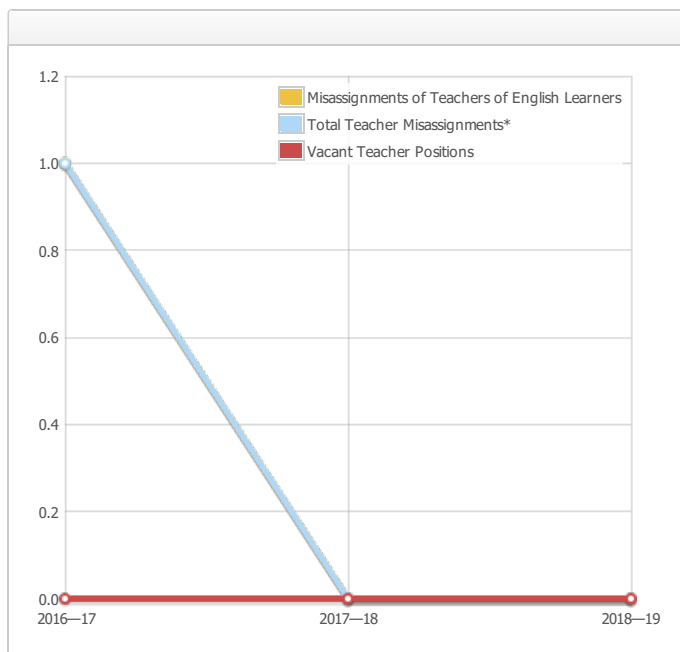
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	19	14	18	190
Without Full Credential	0	4	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/17/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	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.

Last updated: 12/17/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: October 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Grades TK-5 Reading / Language Arts McGraw-Hill Education Publisher CA Wonders C2017  Grade 6 Reading / Language Arts Macmillan/McGraw-Hill Publisher CA Treasures C2010	Yes	0.0 %
Mathematics	Grades TK-5 Math SWUN Math, LLC Publisher SWUN Math C2017  Grade 6 Math SWUN Math, LLC Publisher SWUN Math C2017	Yes	0.0 %
Science	Grades K-6 Science Harcourt School Publisher CA Science C2008	No	0.0 %
History-Social Science	Grades K-6 Social Science Harcourt School Publisher Reflections Social Science, California Series C2007	No	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/18/2018

## School Facility Conditions and Planned Improvements

Valley View Academy was originally constructed in 1960 and is comprised of 20 classrooms, 1 multipurpose room/cafeteria, 1 library, 1 school office/staff lounge, and a playground. A bond measure, passed in 2010, afforded many improvements and outfitted every classroom with SMART Board Interactive Technology. The principal works daily with the custodial staff that includes one full-time head custodian and one part-time afternoon custodian to insure that the cleaning of the school is maintained to provide a clean and safe school. The district maintenance staff insures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Valley View has recently added a garden area for students to enjoy. The front entrance areas were landscaped in spring 2018, adding visual appeal to the front of the school. A lighted marquee was added in the fall of 2018, which allows for better communication with our stakeholders. Cameras were mounted in September of 2018 and are placed at three strategic locations, adding to safety precautions. A safety inspection was conducted in November 2018, where suggestions for improvement were noted and implemented. An online work order process is used to insure efficient service, and highest priority are given to emergency repairs.

*Last updated: 12/13/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: April 2018

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

## Overall Facility Rate

Year and month of the most recent FIT report: April 2018

Overall Rating	Exemplary
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*Last updated: 12/17/2018*

## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	62.0%	68.0%	45.0%	54.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	55.0%	58.0%	34.0%	36.0%	37.0%	38.0%

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.

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

*Last updated: 12/13/2018*

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	185	183	98.92%	68.31%
Male	88	86	97.73%	58.14%
Female	97	97	100.00%	77.32%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	117	115	98.29%	67.83%
Native Hawaiian or Pacific Islander				
White	35	35	100.00%	71.43%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	119	117	98.32%	60.68%
English Learners	35	34	97.14%	58.82%
Students with Disabilities	30	29	96.67%	17.24%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

*Last updated: 12/13/2018*



## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	185	183	98.92%	58.47%
Male	88	86	97.73%	53.49%
Female	97	97	100.00%	62.89%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	117	115	98.29%	53.91%
Native Hawaiian or Pacific Islander				
White	35	35	100.00%	74.29%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	119	117	98.32%	50.43%
English Learners	35	34	97.14%	58.82%
Students with Disabilities	30	29	96.67%	31.03%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

*Last updated: 12/13/2018*

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

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

*Last updated: 12/13/2018*

## Career Technical Education (CTE) Participation (School Year 2017—18)

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

*Last updated: 12/13/2018*

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	23.4%	23.4%	8.5%

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.

Last updated: 1/11/2019

## 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 2018—19)

Valley View parents are very involved. We host monthly family nights with academic or fun themes throughout the school year. Parent volunteers participate in PTA programs, School Site Council, ELAC, District committees, as well as volunteer in the classroom. The PTA raises funds in order to send every class on a field trip. With this kind of positive parent participation, we are able to effectively and efficiently enhance the lives of our children through educational and extra-curricular activities. For involvement opportunities contact valleyviewpta1@gmail.com.

# State Priority: Pupil Engagement

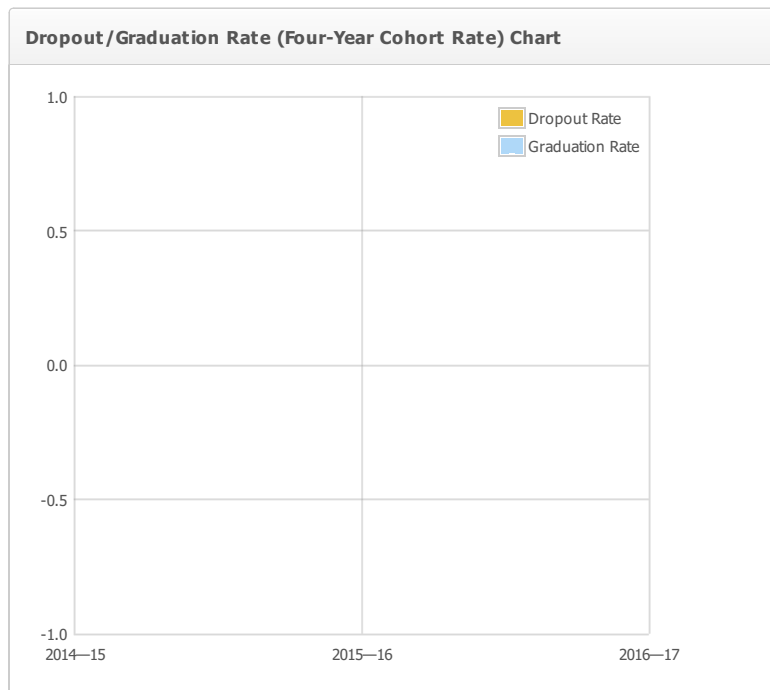
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	3.1%	6.0%	10.7%	9.7%
Graduation Rate	--	--	96.2%	89.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	17.0%	9.1%
Graduation Rate	--	63.7%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Completion of High School Graduation Requirements - Graduating Class of 2017  
(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

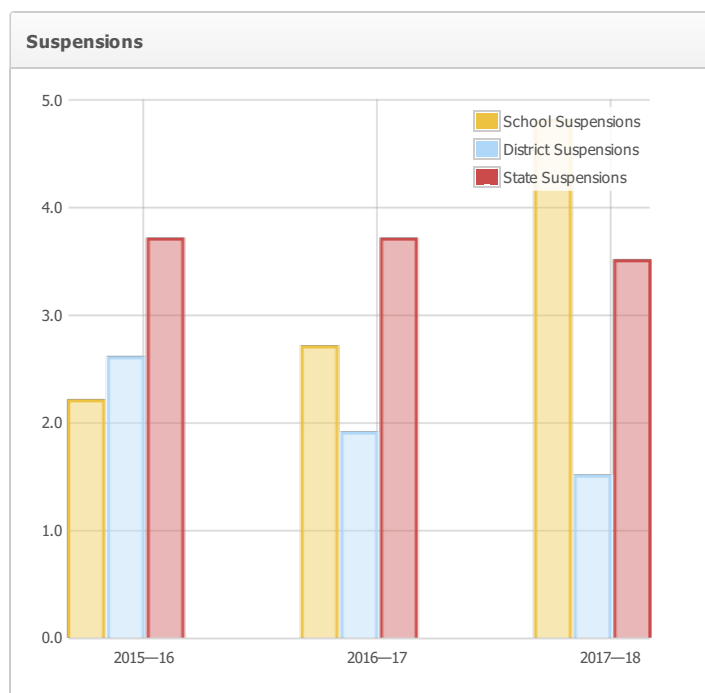
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.2%	2.7%	4.8%	2.6%	1.9%	1.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/13/2018

## School Safety Plan (School Year 2018—19)

Safety of students and staff is a priority at Valley View Academy. The school is compliant with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School's Comprehensive Safety plan is reviewed and updated by the Safety Committee with meetings taking place bi-monthly; and the School Site Council with meetings taking place seven times yearly. The plan is under yearly review and updated from September-December 2018 and brought to the Board of Education for approval in February 2019. All revisions are communicated to both the classified and certificated staff. The school's Crisis Plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, active shooter and lockdown drills are conducted on a monthly basis throughout the school year. Students are supervised before and after school, at break and lunch periods by proctors and principal. There is a designated area for student drop off and pick up. A crossing guard insures student safety while crossing the street. Visitors entering the school must register in the office. All visitors wear a prominent visitor's badge. Volunteers must pass a background check as well as be fingerprinted. All volunteers and student support personnel enter through the office and wear an identification badge.

Last updated: 12/17/2018

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.0	4	1	
1	26.0		2	
2	19.0	2		
3	22.0	1	2	
4	32.0		2	
5	29.0		1	
6	30.0		2	
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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.0	2	2	
1	22.0		2	
2	21.0	1	2	
3	18.0	3		
4	29.0		1	
5	30.0		2	
6	33.0		1	1
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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	1	2	
1	23.0		2	
2	25.0		2	
3	21.0	1	2	
4	27.0		1	
5	28.0		2	
6	23.0		2	
Other**	12.0	1		

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

\*\* "Other" category is for multi-grade level classes.

Last updated: 12/13/2018



**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-20</b>	<b>Number of Classes *</b> <b>21-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-20</b>	<b>Number of Classes *</b> <b>21-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-20</b>	<b>Number of Classes *</b> <b>21-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

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

*Last updated: 12/13/2018*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	1.0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 12/13/2018*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$6263.0	\$1562.0	\$4701.0	\$67820.0
District	N/A	N/A	\$9171.0	\$76063.0
Percent Difference – School Site and District	N/A	N/A	-64.5%	-11.5%
State	N/A	N/A	\$6574.0	\$71392.0
Percent Difference – School Site and State	N/A	N/A	-33.2%	-5.1%

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

*Last updated: 1/11/2019*

## Types of Services Funded (Fiscal Year 2017–18)

Valley View’s expectation for each student is academic and social success. English learners are provided opportunities to extend their learning, through core curriculum in class using SDAIE methods, which include GLAD strategies. Non English speakers have access to Rosetta Stone in order to learn English fluently. Students who are not at grade level in reading fluency and reading comprehension are grouped into RtI (response to intervention) groups, and/or receive instruction in Read 180 or System 44. Both of these programs are designed to advance students to grade level proficiency. Students who are not at grade level in math, use programs that promote math proficiency advancement such as Moby Max and I Excel Learning (IXL).

Project Lead the Way (PTLW) inquiry-based Next Generation Science Standards aligned units inspire, engage, and empower students and teachers through hands-on learning with a strong emphasis on engineering and technology. Students in grades TK-6 learn to be good digital citizens and are equipped with 21st Century technology skills through a 1:1 laptop program, google classroom, Common Sense K-12 Digital Citizenship Curriculum, and SMART devices. All students TK-6 are taught coding weekly for a minimum of one hour. Students in grades TK-4 receive voice instruction. Students in fifth and sixth grade receive band instruction. Valley View Academy is a certified Positive Behavioral Interventions and Supports (PBIS) school.

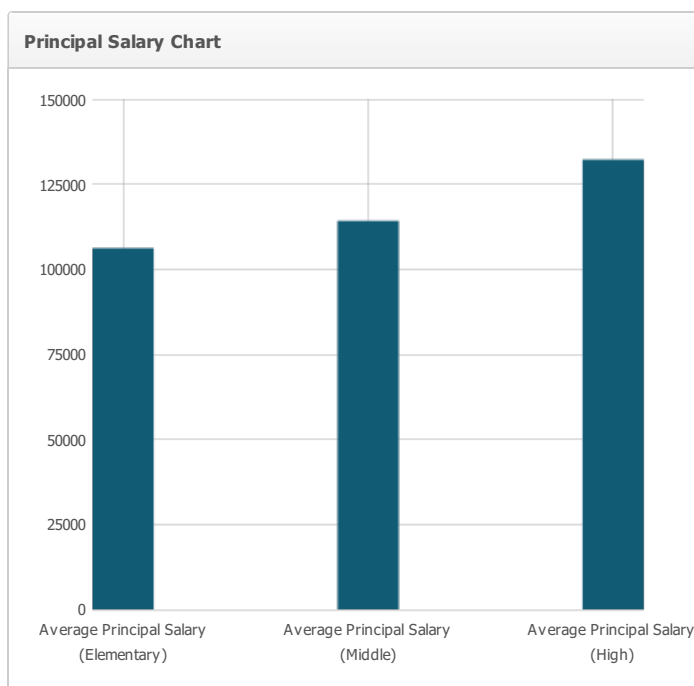
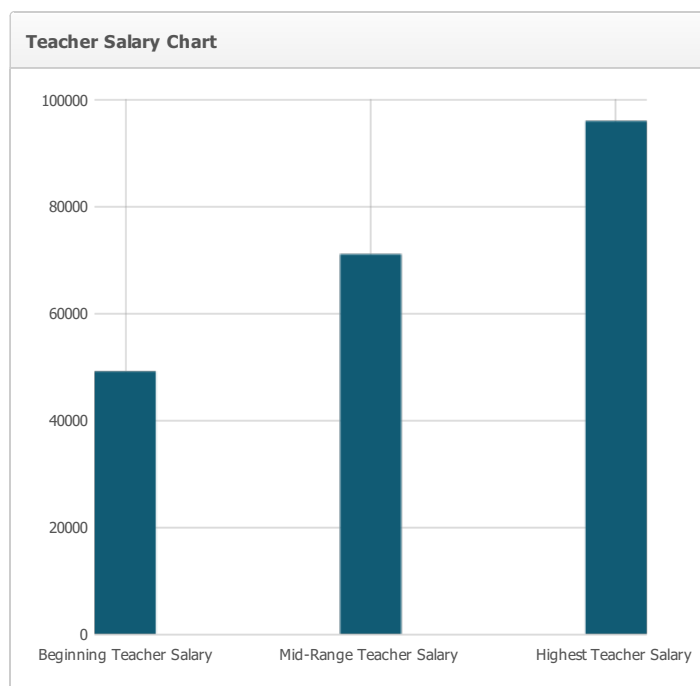
GATE students go to GATE class twice a week experiencing extended opportunities such as coding, robotics and solving engineering and mathematics problems. Students at Valley View may develop their passions through ASB, GLEE Club, Track Club, participating in the talent show, reflections contest and entering art projects in the LA County Fair.

Last updated: 12/13/2018

## Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,107	\$45,681
Mid-Range Teacher Salary	\$71,012	\$70,601
Highest Teacher Salary	\$95,917	\$89,337
Average Principal Salary (Elementary)	\$106,203	\$110,053
Average Principal Salary (Middle)	\$114,216	\$115,224
Average Principal Salary (High)	\$132,224	\$124,876
Superintendent Salary	\$220,548	\$182,466
Percent of Budget for Teacher Salaries	33.0%	33.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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





**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

*Last updated: 12/13/2018*

**Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period. The district has dedicated three full days to staff development annually. Topics for staff development included: equipping students with 21st Century Skills, implementation of the Common Core Standards, implementation of Professional Learning Communities, analysis of student data, writing and site specific staff developments such as International Baccalaureate, Spanish Dual Immersion, Project Lead the Way and Artful Learning.

Over the past three years, Duarte Unified has focused professional development in three areas. Our major focus has been on standards alignment including rigor, mathematical practices, problem solving, and curriculum design. Secondary teachers have developed content units of study and assessment through professional development with Rigorous Curriculum Design in all core content areas. From 2015-2018, TK-6 teachers have been participating in staff development for the implementation of newly adopted English Language Arts and math instructional materials. Our second area of focus has been technology. In support of our 1:1 student laptop initiative, teachers have received training in online assessments and data analysis. On-going trainings have been provided in a variety of digital instructional platforms: Google Classroom, web page design, Outlook, Office 365 and AERIES student data system. Our last major area of focus has been on best practices for student engagement. Teachers across the district participated in Advancement Via Individual Determination (AVID), Read 180/System 44, GLAD (Guided Language Acquisition and Design), ELD strategies and Positive Behavioral Interventions and Supports (PBIS).

*Last updated: 12/10/2018*