

Valley View Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Valley View Elementary School
Street	480 Adams Way
City, State, Zip	Pleasanton, CA 94566-7198
Phone Number	PH: (925) 426-4231 FAX: (925) 426-0731
Principal	Andrea Withers
Email Address	awithers@pleasantonusd.net
School Website	https://valleyview.pleasantonusd.net/
County-District-School (CDS) Code	01 75101 6002349

2023-24 District Contact Information

District Name	Pleasanton Unified School District
Phone Number	(925) 462-5500
Superintendent	David Haglund, Ed.D.
Email Address	dhaglund@pleasantonusd.net
District Website	www.pleasantonusd.net

2023-24 School Description and Mission Statement

Principal's Message

It is my pleasure to welcome you to Valley View's Elementary School Annual Accountability Report Card. Valley View is home of the Mustangs and our vibrant community of learners. We located in the eastern region of Pleasanton and serves students in transitional kindergarten through fifth grade following a traditional calendar. Our school offers two programs: Spanish Dual Language Immersion (DLI) is offered K-5 and our English Only (EO) focuses on TK-5. Our DLI program is a 90-10 model, in which Spanish is the medium of instruction for 90% of a student's day in K-1, 80% in 2nd, 70% in 3rd, 60% in 4th and 50% in 5th, such that by 5th Grade, instruction is provided equally in Spanish and English. At the beginning of the 2023-2024 school year, 663 students were enrolled. The EO and DLI programs each serve approximately half our school's population. We are ethnically diverse, with our Hispanic or Latino population making up about 36% of our total population, followed by White, Asian, 2 or More Races, Russian, African American, Filipino, Pacific Islander, American Indian or Alaskan Native, and others. About 22% of our student population are English Learners (EL). About 70% of our ELs speak Spanish as their primary language. Additional primary languages spoken by our ELs include Korean, Mandarin, Russian, Tamil, Cantonese, Portuguese, Arabic, Farsi, Telugu, Turkish, Tongan, Pashto, Hindi, Japanese, and other languages. About 21% of our population is identified as socioeconomically disadvantaged; our school is classified as a Title I School.

The heart of who we are is summed up in our mission and vision: We are a child-centered, forward-thinking, learning community, educating each of our students in an individually appropriate manner within an environment of personal safety and mutual respect to become well-informed, productive, and socially responsible citizens. We believe that all students are unique, can learn, and deserve a challenging and enriching curriculum; collaboration and open communication support a positive teaching and learning environment; working as a team leads to high levels of achievement and character development for students and staff; parents play a vital role in their child's education and are valued partners in this effort; maintaining a safe environment, physically and emotionally, creates a positive place for students to learn and staff to work; and having a sense of humor and pursuing the joy of learning creates a positive school culture and climate.

At Valley View, we are committed to equitable learning, academic excellence, and social development for all students. Honored with the California Association of Bilingual Education Seal of Excellence and the California Distinguished School award, Valley View stands out as a school that is student-centered and focused on academic achievement for all children. Valley View and all schools in Pleasanton Unified set high expectations for student achievement and continue to implement

2023-24 School Description and Mission Statement

best practices in teaching aligned with the Science of Reading and with the California State Standards. The California Standards aim to prepare all students for college and career readiness and as 21st Century Learners who will think critically and at deeper levels, and collaborate with others to become resourceful, responsible, and engaged world citizens. Our School Site Council, comprised of teachers, staff, and parents, and our English Learner Advisory Committee regularly review site assessment data to develop goals for the School Plan for Student Achievement each year. Our main focus this year continues to be around equity of access and opportunity for all learners and the narrowing of the achievement gap that exists for our diverse student population, especially our students who are English Learners, our students with disabilities, our students who are socioeconomically disadvantaged, and our students who belong to an ethnic group/s that is/are underperforming. One of our areas of growth this year is around improving attendance, with a focus on decreasing the number of unexcused absences. Our highly qualified staff meets the needs of ALL of our students through our multi-tiered system of supports, including our Response to Intervention and Instruction and our Positive Behavior Intervention System. Our teachers and intervention specialists formally assesses students using district literacy and math assessments three times a year and meet together in grade level teams to review common formative data and create targeted goals to accelerate the learning of each student. Our core classroom instruction includes differentiated interventions and enrichment in the classroom. We also offer pull-out intervention support and targeted instruction during our Universal Access time, when each student gets what they need while no new curriculum is introduced. Additionally, pull-out and push-in supports are provided for students in Special Education to target each student's Individual Education Plan.

Valley View students in first through fifth grades attend classes taught by specialist teachers in physical education, science, and music, while all students across the school also receive art lessons from an art teacher. Students in fifth grades have the opportunity to attend band class and learn to play an instrument. Valley View hosts several school-wide events and opportunities, including STEM night, Dinner with a Scientists, a Multicultural Fair, a Fall Festival, a Talent Show, movie nights, monthly "Coffee with the Principal" community meetings, Latino Literacy weekly meetings, School Smarts meetings, monthly Parent Teacher Association meetings, monthly Meet-and-Eats for the community, class plays, and a chess club, a run club, and a reading club for students. Students, staff, and the parent community can also choose to take part in the Green Team, the Diversity Equity and Inclusion team, and the Traffic and Safety team. Our school community benefits from active parent and community participation in regular and extracurricular school activities. Many other positive school activities rely and depend on parent volunteers who help with school fairs, school beautification projects, and other special events. Friends and families are always invited to become active members of Valley View's community of learners.

Welcome to "The View"!

Andrea Withers
Principal

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	121
Grade 1	114
Grade 2	103
Grade 3	105
Grade 4	107
Grade 5	91
Total Enrollment	641

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52%
Male	48%
American Indian or Alaska Native	0.3%
Asian	17.3%
Black or African American	1.6%
Filipino	0.8%
Hispanic or Latino	36.2%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	8.7%
White	33.7%
English Learners	21.7%
Homeless	0.5%
Socioeconomically Disadvantaged	19.5%
Students with Disabilities	6.7%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.60	95.33	572.20	89.80	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.40	0.22	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	4.67	57.00	8.95	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.40	1.02	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	32.10	100.00	637.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.70	93.49	551.00	90.32	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.26	4.30	0.72	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	11.70	1.92	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.70	0.78	11953.10	4.28
Unknown	1.00	3.26	38.10	6.25	15831.90	5.67
Total Teaching Positions	30.70	100.00	610.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.50	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.50	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	25.8	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

On Thursday, September 28th, 2023, the Pleasanton Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution 2023-2024.07, which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 school year, Pleasanton Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected

November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/2017, University of Florida Learning Institute(UFLI) Phonics/2022, Benchmark Advance Intervention/2017, Benchmark Advance ELD, Lucy Calkins-Units of Study for Teaching Reading/2017, Lucy Calkins-Units of Study for Teaching Writing/2017	Yes	0
Mathematics	2015 Eureka Math	Yes	0
Science	Twig Education, Inc. 2019 (English and Spanish)	Yes	0
History-Social Science	Teachers' Curriculum Institute, California 2021	Yes	0
Visual and Performing Arts	Spotlight on Music Song Anthology, McGraw Hill 2017	Yes	

School Facility Conditions and Planned Improvements

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Valley View Elementary School's original facilities were built in 1960; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Blacktop in the Kindergarten Playground was Resurfaced and Repainted
- Entire school was repainted

* Trip Hazards have been repaired throughout campus

One day custodian and one and a half evening custodian are assigned to Valley View Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Groundskeeping
- Office area cleaning
- Restroom cleaning

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

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Vacuuming

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

Deferred Maintenance

Valley View Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.

Facilities Inspection

The district's maintenance department inspects Valley View Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Valley View Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent inspection survey took place on 10/5/2021. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2020-2021, all restrooms were fully functional and available for student use.

Year and month of the most recent FIT report

7/23/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	68	62	78	78	47	46
Mathematics (grades 3-8 and 11)	59	58	73	74	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	320	306	95.63	4.37	61.97
Female	174	165	94.83	5.17	62.42
Male	146	141	96.58	3.42	61.43
American Indian or Alaska Native	--	--	--	--	--
Asian	58	54	93.10	6.90	75.93
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	124	118	95.16	4.84	46.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	71.43
White	99	95	95.96	4.04	74.74
English Learners	50	42	84.00	16.00	7.32
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	71	63	88.73	11.27	27.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	28.57

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	320	313	97.81	2.19	58.47
Female	174	168	96.55	3.45	51.79
Male	146	145	99.32	0.68	66.21
American Indian or Alaska Native	--	--	--	--	--
Asian	58	56	96.55	3.45	78.57
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	124	121	97.58	2.42	42.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	64.29
White	99	97	97.98	2.02	71.13
English Learners	50	47	94.00	6.00	19.15
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	71	67	94.37	5.63	14.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	23.81

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	60.67	54.00	63.15	62.89	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	100	100	100.00	0.00	54.00
Female	50	50	100.00	0.00	46.00
Male	50	50	100.00	0.00	62.00
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	77.27
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	32	100.00	0.00	31.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	32	32	100.00	0.00	68.75
English Learners	12	12	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	25	25	100.00	0.00	24.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	98%	97%	98%	97%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

At Valley View we recognize that parent and guardian engagement is a vital component to the academic success of our students. We work closely with parents and guardians to make educational decisions that benefit students and promote a child's growth socially, emotionally, and cognitively.

The following is a list of ways that we are engaging with our parents and guardians at our school:

Communication: (Spanish and English)
Weekly newsletters from the Principal
School website with school calendar events and news updates
PTA website with calendar and event updates
Monthly "Coffee with the Principal" meetings (Mornings and Evenings)
Surveys
Suggestion Box
Emails
Parent Square
Flyers
Wednesday Folders

Site-based Committees:
School Site Council (SSC)
English Learner Advisory Council (ELAC)
Parent Teacher Association (PTA)
School Smarts Parent Academy
Coordination of Services Team (COST)
Latino Literacy Group
Traffic and Safety Committee
Diversity Equity and Inclusion Team

2023-24 Opportunities for Parental Involvement

Green Team

Ways to Volunteer:

- Chaperone Field Trips
- Reading Tutor
- PTA Volunteer
- Classroom Volunteer
- Room Parent
- Special Events Volunteer
- Lunch Supervision
- Clerical Support for Teachers

School Activities:

- Art Reflections
- Back to School Night
- Book Fairs
- Breakfast Book Club
- Bullying Prevention Month
- Classroom Celebrations
- Dinner with a Scientist
- Fall Festival
- Family Science Night (STEM)
- Fun Run
- Halloween Parade
- Heritage Months
- Monthly PBIS Assemblies
- Movie Night
- Multicultural Fair
- Open House
- Outdoor Education Field Trip/Fundraising
- School Garden
- Spirit Assemblies
- Talent Show
- Teacher Appreciation Week

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	717	686	137	20.0
Female	376	359	66	18.4
Male	341	327	71	21.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	0	0.0
Asian	141	126	16	12.7
Black or African American	12	11	5	45.5
Filipino	6	6	1	16.7
Hispanic or Latino	258	251	56	22.3
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	58	57	12	21.1
White	228	222	45	20.3
English Learners	170	160	37	23.1
Foster Youth	0	0	0	0.0
Homeless	8	6	1	16.7
Socioeconomically Disadvantaged	159	151	43	28.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	65	62	19	30.6

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.08	0.84	0.11	1.91	1.65	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.06	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.84	0
Female	0	0
Male	1.76	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.71	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.78	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.32	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.89	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.54	0

2023-24 School Safety Plan

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Valley View Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2023.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	34	1	3	3
1	38	1		5
2	34	1		5
3	46	1		4
4	36	1		4
5	39	1		4

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	12	1	
1	14	5	2	
2	15	5	2	
3	16	5	1	
4	17	3	2	
5	22	2	2	1

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	12	0	0
1	16	2	5	0
2	21	1	4	0
3	21	1	4	0
4	27	0	4	0
5	23	1	3	0
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	641

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7959	422	7537	103848
District	N/A	N/A	6590	\$100,390
Percent Difference - School Site and District	N/A	N/A	13.4	6.3
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	13.3	16.1

Fiscal Year 2022-23 Types of Services Funded

FY20-21

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2020-2021 school year, the district received categorical, special education, and support program funds for:

- Adult Education
- Pandemic
- Special Education
- State Lottery: Instructional Materials
- Supplemental Funding through LCFF/Local Control Accountability Plan
- Title I
- Title II
- Title III
- Title IV
- Vocational Programs

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$66,800	\$55,550
Mid-Range Teacher Salary	\$96,938	\$84,645
Highest Teacher Salary	\$118,844	\$111,284
Average Principal Salary (Elementary)	\$153,163	\$139,860
Average Principal Salary (Middle)	\$161,905	\$146,440
Average Principal Salary (High)	\$170,673	\$158,447
Superintendent Salary	\$340,068	\$278,268
Percent of Budget for Teacher Salaries	39.4%	32.21%
Percent of Budget for Administrative Salaries	6.71%	4.89%

Professional Development

All training and curriculum development activities at Valley View Elementary School revolve around the California State Standards. During the 2023-2024 school year, Valley View Elementary School has held or plans to hold staff development devoted to:

- Data analysis in data talks
- * Student behavior interventions
 - Equity and inclusion
 - Social-emotional wellness
 - Bullying/Cyberbullying prevention
 - English Learner Strategies-EL Achieve
 - Structured Literacy
 - English Learner Proficiency Assessment of California overview

Professional Development

- * Measure of Academic Progress - How to administer and how to analyze the data
- * California Assessment of Performance and Progress - How to administer
- * Acadience data
- * Coordination of Services Team procedures and purpose
- * Student Improvement Plans procedures
- * Positive Behavior Intervention and Supports
- * Reflective practices
- * Trauma-informed strategies
- * Dual Language Immersion systems, structures, strategies, etc
- * New teacher mentoring
- * Peer observations

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, district benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Valley View Elementary School supports ongoing professional growth throughout the year on minimum days and District Office staff development days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. The teaching staff is provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3