

# Valencia Valley Elementary

23601 Carrizo Drive • Valencia, CA 91355-2182 • (661) 291-4060 • Grades K-6

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



**Newhall School District**  
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### District Governing Board

Donna Rose  
 Ernesto Smith  
 Suzan T. Solomon  
 Isaiah Talley  
 Brian Walters

### District Administration

Mr. Jeff Pelzel  
**Superintendent**  
 Mrs. Dee Jamison  
**Assistant Superintendent of  
 Instructional Services**  
 Mr. Deo Persaud  
**Assistant Superintendent of  
 Business Services**  
 Dr. Michelle Morse  
**Assistant Superintendent of  
 Human Resources**

### School Description

Valencia Valley School is a California Distinguished School located in the City of Santa Clarita, and is one of ten schools in the Newhall School District. The school maintains an average enrollment of 713 students in grades TK-6, and offers class size reduction in grades K-3. Twenty two different languages are spoken by students and families of VV, and the school continues to become more and more diverse. During the 2017-2018 school year, Valencia Valley's student population was 48% White, 31% Hispanic, 5% Asian, 2% Black/African American and 14% other ethnicities. English Learners comprise about 5.5% of our student body. Valencia Valley also has the NSD SDC 3 Program, in which 24 students are enrolled. They share learning experiences with their general education peers as appropriate for their learning goals. Valencia Valley School consists of a core building housing classrooms, the library, multi-purpose room, science lab, and school offices. There are two outside buildings with fourth, fifth, sixth and two SDC classrooms.

For the 18-19 school year, it is anticipated that Valencia Valley School staff will include:

Administration	<ul style="list-style-type: none"> <li>• 1 Principal – Full Time</li> <li>• 1 Assistant Principal – Full Time</li> </ul>
Office Staff	<ul style="list-style-type: none"> <li>• 1 Office Manager – Full Time</li> <li>• 1 Office Assistant II – Full Time</li> <li>• 1 Community Liaison- Part Time</li> <li>• 1 Health Assistant- Part Time</li> </ul>
Classroom Teachers	<ul style="list-style-type: none"> <li>• 30 General Education Teachers</li> <li>• 3 Special Education Teachers</li> <li>• 3 Itinerant Orchestra Teachers – 1 day per week</li> <li>• 1 Itinerant Art Teacher – 1 day per week</li> </ul>
Intervention Staff	<ul style="list-style-type: none"> <li>• 1 (.47) Tier II/Tier III Intervention Teachers</li> <li>• 1 Curriculum Specialist- Part Time</li> <li>• 2 Behavior Support Specialists</li> </ul>
Special Education Staff	<ul style="list-style-type: none"> <li>• 1 (.80) Psychologist</li> <li>• 1 Resource Specialist – Full Time</li> <li>• 1 Speech and Language Pathologist – Full Time</li> <li>• 1 (.50) Speech and Language Pathologist</li> <li>• 1 Itinerant Occupational Therapist</li> <li>• 1 Itinerant Adaptive Physical Education Teacher</li> <li>• 6 Instructional Assistants – Part Time</li> </ul>
Other Support Staff	<ul style="list-style-type: none"> <li>• 1 Counselor- Part Time</li> <li>• 1 Library/Media Technician</li> <li>• 1 Support Specialist- Science</li> <li>• 1 Curriculum Specialist- Physical Education</li> <li>• 1 Support Technician- Technology- Part Time</li> <li>• 7 Safety Supervisors</li> <li>• 1 Day Custodian</li> <li>• 1.5 Night Custodians</li> <li>• 2 Cafeteria Staff</li> </ul>

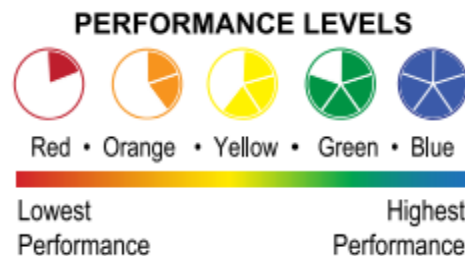
High expectations and level of rigor is a long tradition in the Newhall School District and Valencia Valley Elementary School. One of the ways that we continue to measure our school's performance is through the new California School Dashboard ([caschooldashboard.org](http://caschooldashboard.org)). The Dashboard is an online tool that shows how local educational agencies and schools are performing on the state and local indicators included in California's school accountability system. California's new school accountability system provides a more complete picture of how schools are meeting the needs of all students. There are three important advantages to California's new approach:

- More than a single number: The multiple measures of student success define a quality education more broadly than a single test score.
- Equity: There is an increased focus on identifying and addressing disparities among student groups
- Support for Local Decision Making: State accountability tools provide information to support local planning process around improving student performance.

The state indicators are based on data that is collected consistently across the state from districts through the California Longitudinal Pupil Achievement Data System (CALPADS) and testing vendors. The state indicators that are measured for elementary schools are:

- Academic Indicator (reported separately for English language arts/literacy and mathematics assessments)
- English Learner Progress
- Suspension Rate

There are five performance levels to indicate a school's performance in each of the state indicators. Schools strive to be in the green and blue performance levels.



The following data is from Valencia Valley Fall 2017 Dashboard Report:

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<a href="#">Chronic Absenteeism</a>	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		8	2
<a href="#">English Learner Progress (1-12)</a>		N/A	N/A
<a href="#">English Language Arts (3-8)</a>		4	1
<a href="#">Mathematics (3-8)</a>		4	1

**Performance Levels:**

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Based on the above data, our suspension rate was blue, showing that it had decreased from the year before. We had no student groups in red or orange. School climate is directly correlated to the number of suspensions. For the 2018-2019 school year, we will be in year one of PBIS. Our PBIS team will begin to learn how to support the staff and students at VV, making expectations clear and positively impacting relationships.

This report shows us that our student scores were green in ELA. We did see a rise in our ELA CAASPP scores for 2017-2018, however, we had one student group that was in the red or orange; students with disabilities. English Language Arts as well as designated and integrated supports will be even more of a focus for the 2018-2019 school year.

Lastly, our math student scores were in blue, which is an area of strength for VV. We have one student group in red or orange and that is also students with disabilities. Although our overall CAASPP scores in math have increased from the year before, students with disabilities is a focus group. Our WIN cycles in upper grades are based around math essential standards, and many students with disabilities are included during this time of instruction.

### About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	122
Grade 1	96
Grade 2	95
Grade 3	94
Grade 4	102
Grade 5	104
Grade 6	100
<b>Total Enrollment</b>	<b>713</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.4
Asian	4.9
Filipino	4.5
Hispanic or Latino	31.1
Native Hawaiian or Pacific Islander	0.4
White	48.1
Socioeconomically Disadvantaged	19.9
English Learners	5.6
Students with Disabilities	11.2
Foster Youth	0.0

### 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			
Valencia Valley Elementary	16-17	17-18	18-19
With Full Credential	29	28	31
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Newhall School District	16-17	17-18	18-19
With Full Credential	♦	♦	264
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Valencia Valley Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

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

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

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Benchmark Advance, 2017, Benchmark Education Company <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Bridges, Math Learning Center (K-5), adopted May 2016 College Preparatory Math (6), adopted May 2016 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Harcourt Science (K-2, and 6) and Prentice Hall Science Explorer (6), adopted Spring 2008 STEMscopes (TK-5), approved spring 2016 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Harcourt Brace Social Studies (K-6), adopted Spring 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

### School Facility Conditions and Planned Improvements (Most Recent Year)

The Newhall School District is very concerned about the safety of our students, staff, parents, and community members. The following outlines the various steps the Newhall School District takes to ensure we have clean, safe, and well maintained schools.

#### Cleanliness

The Newhall School District provides custodial staffing so that every classroom at every school can be cleaned daily. We also clean all Preschools and Kindergarten bathrooms and offices on a daily basis. Our Director of Facilities routinely inspects our schools to ensure they are kept in a clean, safe and orderly condition. Our custodial staff has been directed to notify the school Principal or Office Manager of any safety hazard or maintenance issue that requires immediate attention. The Office Manager will submit a work order via our net-based work order program where the Director of Facilities reviews and distributes work orders to maintenance staff. Safety related work orders are labeled number one priority!

#### Weekly School Visits / Inspections

The Director of Facilities visits and inspects two schools every week

#### Security

We ask that all parents and visitors check in with the main office at each school. To assist staff in communicating on site, two-way radios are used by administrative staff, office staff, and safety supervisors. Each school provides playground supervision to ensure our students are properly supervised during recess and identify any safety or security concerns to the school administrative team.

#### Risk Manager

The Newhall School District employs a Risk Manager. This employee routinely visits all of our schools and inspects each school regularly. Our Risk Manager is also a Certified Playground Inspector and inspects each school's playground equipment. The inspection includes making sure the equipment is safe, has sufficient fall material, and that there are no loose nuts/bolts and any other potential hazard. If there are any safety concerns regarding the playground equipment, we prohibit the use of the equipment and have the problem resolved immediately.

#### Age of Schools

The Newhall School District includes 10 schools. Our newest school was constructed in 2005-2006. Eight schools are either less than 13 years old or have been "modernized" with local and State bond funds. "Modernization" may include utility infrastructure replacement, new carpeting, new lights, new windows and doors, new locks, new interior and/or exterior wall paneling, fire alarms, communications systems, internet infrastructure to all classrooms, storage, roof replacement, interior/exterior painting, library renovation, and bathroom renovation.

The district successfully passed Measure E, a \$60 million school construction and modernization bond, in 2011. Projects include the replacement of aging portable classrooms with permanent buildings, the renovation of Newhall Elementary School auditorium, upgrades to the district infrastructure including technology, energy management, communications and utility controls. A significant investment in classroom technology has been completed.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 12/14/2018		
System Inspected	Repair Status	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	
<b>Overall Rating</b>	<b>Good</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	74.0	80.0	69.0	71.0	48.0	50.0
Math	72.0	74.0	65.0	68.0	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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	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 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.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.5	27.9	46.2

\* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	400	390	97.50	79.74
Male	218	211	96.79	76.30
Female	182	179	98.35	83.80
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100.00	83.33
Filipino	17	17	100.00	94.12
Hispanic or Latino	126	121	96.03	70.25
Native Hawaiian or Pacific Islander	--	--	--	--
White	187	184	98.40	82.61
Two or More Races	38	36	94.74	86.11
Socioeconomically Disadvantaged	85	83	97.65	74.70
English Learners	32	32	100.00	65.63
Students with Disabilities	59	54	91.53	20.37
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.

<b>School Year 2017-18 CAASPP Assessment Results - Mathematics</b>				
<b>Disaggregated by Student Groups, Grades Three through Eight and Eleven</b>				
<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	399	391	97.99	74.42
<b>Male</b>	218	212	97.25	71.7
<b>Female</b>	181	179	98.9	77.65
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	18	18	100	77.78
<b>Filipino</b>	17	17	100	88.24
<b>Hispanic or Latino</b>	125	121	96.8	65.29
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	187	185	98.93	78.38
<b>Two or More Races</b>	38	36	94.74	75
<b>Socioeconomically Disadvantaged</b>	84	83	98.81	62.65
<b>English Learners</b>	32	32	100	59.38
<b>Students with Disabilities</b>	59	55	93.22	18.18
<b>Foster Youth</b>	--	--	--	--

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

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

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018-19)

Our goals clearly express a belief that education is a partnership between the school and the family. Parents, grandparents and other caregivers are given many opportunities for involvement. Kindergarten Orientation, Back-to-School Night, Parent-Teacher Conferences, PTA meetings, and Open House are all very well attended. Valencia Valley PTA is a vital force in encouraging parent involvement in education. Parents serve as Art Appreciation instructors, Royal Readers, and run a multitude of small group instruction across the campus. Many parents also volunteer to help with clerical needs in the classroom, chaperone field trips, and work on school committees. Social activities are also offered to help build a sense of community. Family events include the Fall Carnival, Variety Show, and Evening Under the Stars, to name a few. To assist families with transition to and from elementary school, special opportunities are offered. Families are invited to an orientation meeting and social prior to entrance to kindergarten. Students visit the classroom, meet their teacher, and become familiar with the school setting. Students exiting the school to attend junior high school and their parents are given opportunities to acquaint themselves with the Jr. High.

- Sixth Grade students visit the junior high school campuses with their teachers and class.
- Valencia Valley students and parents are invited to the Jr. High open house.
- Valencia Valley students and parents are invited to Jr. High performing arts events.
- The Jr. High sends out a publicity brochure to parents. Home/School Partnership Meetings will continue to be offered to parents of special education students this year. This opportunity is designed to assist with socialization, inform parents of community resources, and provide a network of support for parents of students with learning disabilities.

Our goals include the following schedule as some of the parent information offerings during the 2017-2018 school year:

- Monthly PTA meetings
- Home/School Partnership Meetings for parents
- LCFF Funding parent engagement night

### State Priority: School Climate

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

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

### School Safety Plan

Every school in the Newhall School District has a comprehensive safety plan that is reviewed and updated annually. For further information please contact Tim palmer, District Safety Coordinator, at (661) 291-4196.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.4	0.3	0.8
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.8	1.2	1.1
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1



## D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	NA
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	NA
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.6
Social Worker	NA
Nurse	0.25
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	.29
Average Number of Students per Staff Member	
Academic Counselor	NA

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	24	22	24				4	5	5			
1	23	22	24				4	4	4			
2	24	24	24				4	4	4			
3	21	25	24	1			4	4	4			
4	27	32	30	1			3	3	3			
5	32	27	27		1	1	2	3	3	1		
6	25	32	27	1		1	3	3	3			
Other		10			1							

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

### Professional Development provided for Teachers

The Newhall School District provides professional development to staff in an effort to enable all students to become proficient or advanced in the Common Core California academic content standards as measured by the CAASPP test. Ongoing efforts in staff development focus on English Language Arts, English Language Development, Mathematics, Science, Guided Language Acquisition Design, Depth and Complexity Icons, Thinking Maps, and the NSD Coherent Writing Program.

Professional development in the core subjects is designed to support the instructional shifts in English Language Arts and Mathematics under the new California State Standards. The role of the classroom teacher shifts from an instructor to a facilitator of learning in this model. In this professional development, teachers are shown how to expect students to work collaboratively together to problem solve and communicate their learning based upon cited evidence and a deeper understanding of ideas. This instructional model demonstrates that student-to-student discourse is frequent and on-going throughout the arc of the lesson. Teachers engage in activities that illustrate how students must be given opportunities to explore and demonstrate their learning with manipulatives and other technology tools. Teachers engage in multiple professional development opportunities throughout the year and engage with Instructional Coaches to reinforce this work.

Guided Language Acquisition Design (GLAD) is an instructional model with clear, practical instructional strategies for developing metacognitive use of high level academic language and literacy skills. All new teachers to the district attend a total of 7 days of learning in this model. The structure, strategies, and classroom implications are invaluable in a multi-lingual setting. GLAD monthly meetings are held with the trainers and the trained teachers to celebrate successes and to discuss concerns and future plans.

Newhall School District's Coherent Writing Program (CWP) is another example of high quality and ongoing professional development provided to all teachers within the Newhall School District. Implementing the CWP entails comprehensive professional development; teachers receive an initial presentation (by teacher-leaders from the CWP's Writing Professional Development Committee) on a given genre, teach the genre to students, return for a follow-up session to score and analyze student work, and finally, administer a formative (benchmark) assessment, using the results to effect improved performance. All new teachers or teachers new to a grade level receive this training on three genres. After a full year of professional development, teachers attend "tune-up" sessions in subsequent years to learn/share new strategies through examination of their students' work. Overall, the intent is to increase teachers' sophistication in their pedagogy, year-to-year.

Thinking Maps, Tools for Learning is an additional high quality professional development opportunity for teachers within the Newhall School District. It is a powerful and distinctive thirty-hour hands-on course that provides teachers with a series of dynamic learning experiences in the 8 fundamental thinking processes. The course provides an intense study of visual-verbal learning maps, each based on a set of tools showing relationships. This course is carefully crafted, giving teachers the tools that enable them to promote continuous cognitive development. Thinking Maps can be used consistently across disciplines and grade levels to advance integrated thinking and interdisciplinary learning.

Depth and Complexity Icon Training is also offered through the district. This training gives teachers additional differentiation strategies to use. The strategies help students use high-level thinking skills to analyze text and write responses.

The Induction Program provides an effective transition into the teaching career for first- and second-year teachers. Each new teacher is paired with a support provider who provides intensive individualized support and assistance. An induction plan is in place for each participating beginning teacher and is based on an ongoing assessment of the development of the beginning teacher. This program ensures continuous improvement through ongoing research, development, and evaluation for the first two years of teacher service. Additionally, Newhall School District provides coaching opportunities before and during the school year to teachers new to the district (either beginning teachers or teachers coming from other districts). Administrators monitor and meet with new teachers over the course of the year, both individually and as a group, to provide an opportunity to ask questions, discuss needs, and clarify school goals and priorities.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,096	\$50,084
Mid-Range Teacher Salary	\$71,081	\$80,256
Highest Teacher Salary	\$92,976	\$100,154
Average Principal Salary (ES)	\$127,747	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$198,204	\$222,447
Percent of District Budget		
Teacher Salaries	39.0	37.0
Administrative Salaries	6.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

As part of the Newhall School District, Valencia Valley has a part time bilingual Community Liaison who works to help enhance communication between home and school. The Community Liaison's role includes translating orally or in writing during school hours as well as evening events, parent meetings, IEPs and various group meetings. Additionally, she answers questions, provides resources and helps build relationships between parents and various members of the school.

Title III - Interpreters for Parent/Teacher Conferences and School Functions

- LCFF Base and Targeted Funding
- Supplemental Allocation

### 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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9012.61	2075.3	6937.31	91366.84
District	◆	◆	9658	\$74,761
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-32.8	20.0
Percent Difference: School Site/ State			-2.7	12.1

\* Cells with ◆ do not require data.

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