

Valley Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Valley Elementary School
Street	13000 Bowron Rd.
City, State, Zip	Poway, CA 92064-5704
Phone Number	858-748-2007
Principal	Ricardo Cecena
E-mail Address	rcecena@powayusd.com
Web Site	http://www.powayusd.com/ves
CDS Code	37682966039010

District Contact Information	
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Mel Robertson, Ed.D
E-mail Address	elehew@powayusd.com
Web Site	www.powayusd.com

School Description and Mission Statement (School Year 2016-17)

Valley's mission reflects that of the Poway Unified School District: to build college & career readiness for all students through a rigorous, engaging, standards-based curriculum. Traditionally, discussions of college-readiness have been confined to high schools. At Valley, we believe that the awareness of post-secondary opportunities must be built from the first day students enter school. Beginning in kindergarten Valley teachers instill in their students the understanding that "after high school comes college." Classes adopt a university of their own and display college-related banners, t-shirts and other visuals to bring the presence of the university right into our elementary school classrooms. But college-readiness is more than just knowing about college. It is most important to receive high-quality instruction that ensures mastery of the standards proscribed by the State in the Frameworks for Public Instruction. To provide a strong, coherent instructional program for all our students, teachers work together both within and across grade levels to coordinate curriculum, track student achievement data, and plan together for the success of each Valley student. For the past four years Valley has been a part of the No Excuses University network of schools, a nationwide group of like-minded schools that support each other in their pursuit of college & career readiness for every child.

Built in 1962, Valley School is one of twenty-five elementary schools in the Poway Unified School District. It is one of the three original elementary schools located in the heart of Poway and is located next to the City Library, Sheriff Station, Fire Department, City Hall, and Community Center. Valley recently completed a major modernization project that included new kindergarten classrooms, a new library and main office, renovation to all classrooms and the elimination of most portables. Approximately 740 students are currently enrolled in Kindergarten through fifth grade. Overall enrollment at Valley Elementary has remained stable, but the ethnic make-up and number of English Learners has been steadily increasing over the last several years. Ethnic groups include 24% Caucasian, 60% Hispanic, 1% Filipino, 3% Asian, 2% African-American, and 10% from other ethnic groups. Students live in upper, middle, and lower income houses, apartments, and mobile homes.

Valley Elementary is a Schoolwide Title 1 school, meaning that the school receives federal funding to provide services to children identified by the school as failing, or most at risk of failing, to meet the state's academic content standards. Title 1 funds are mostly used to support methods and instructional strategies that are proven to be effective and that strengthen the core curriculum for students at risk of failure. This is done through daily small group instruction to struggling students along with coaching of classroom teachers from the school's math specialist.

Valley has a Resource Specialist Program to assist students who have identified learning problems. Special Education staff includes a full time Resource Specialist and Speech/Language Specialist. Additionally, a School Psychologist is on campus two days a week to support students in a variety of ways and to test students for possible identification for special education services. Students needing a Special Day Class are referred to neighboring schools. A Gifted and Talented Program of differentiated instruction within the regular classroom setting is provided for students who are identified.

The Boys and Girls Club opened next door to the school in January 2004 and provides after school care for first through fifth grade for a nominal annual fee. Valley is the only elementary school in Poway that is part of the district's ASES Grant to provide daily before and after school programs to over 100 needy students. Valley has a partnership with University of California, San Diego in which student teachers teach in our classes and tutor Valley students. It is a strong partnership that benefits both Valley students and UCSD teacher candidates.

A Dual Language (Spanish) Immersion program is provided for students K through fifth grade. Valley also provides a full day program for Kindergarten students. The school is on a modified calendar which serves to shorten the time that students are away from school during the summer, strengthening the consistency of all learning opportunities. Head Start provides child care in the Boys and Girls club for three and four year olds. Preschool programs for three and four year olds include state-funded, parent participation, and fee based programs. An on site Homework Club is provided to over 100 students each day through a community group.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	131
Grade 1	118
Grade 2	119
Grade 3	113
Grade 4	121
Grade 5	115
Total Enrollment	717

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0
Asian	4
Filipino	1.7
Hispanic or Latino	57
Native Hawaiian or Pacific Islander	0.1
White	26.2
Two or More Races	6.4
Socioeconomically Disadvantaged	52.4
English Learners	45.9
Students with Disabilities	9.1
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	31	33	30	1468
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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

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

Year and month in which data were collected: 10/1/2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Science	Each pupil, including English learners, has a textbook or science material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. These materials include science laboratory equipment for grades 9 to 12, inclusively. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Poway Unified Board of Education.	Yes	0
History-Social Science	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Foreign Language	Each pupil, including English learners, has a textbook or foreign language material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and /or the Poway Unified Board of Education.	No	
Health	Each pupil, including English learners, has a textbook or health material, or both as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Poway Unified Board of Education.	Yes	

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	Each pupil, including English learners, has a textbook or science laboratory material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. These materials include science laboratory equipment for grades 9 to 12, inclusively. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Poway Unified Board of Education.		

School Facility Conditions and Planned Improvements (Most Recent Year)

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/14/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			SCHOOL OVERALL IN GREAT CONDITION. GROUNDS IN GREAT CONDITION

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/14/17				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	45	51	72	75	44	48
Mathematics	43	49	65	67	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	114	114	100.0	45.6
	4	117	116	99.2	50.0
	5	114	112	98.3	57.1
Male	3	51	51	100.0	47.1
	4	65	64	98.5	46.9
	5	54	53	98.2	47.2
Female	3	63	63	100.0	44.4
	4	52	52	100.0	53.9
	5	60	59	98.3	66.1
Hispanic or Latino	3	64	64	100.0	35.9
	4	74	73	98.7	41.1
	5	57	56	98.3	48.2
White	3	24	24	100.0	54.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	29	29	100.0	65.5
	5	37	36	97.3	69.4
Socioeconomically Disadvantaged	3	59	59	100.0	23.7
	4	68	68	100.0	29.4
	5	64	64	100.0	42.2
English Learners	3	54	54	100.0	29.6
	4	64	63	98.4	30.2
	5	41	41	100.0	31.7
Students with Disabilities	3	12	12	100.0	16.7
	4	14	14	100.0	28.6
	5	13	12	92.3	16.7

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 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.

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	114	114	100.0	50.0
	4	117	116	99.2	52.6
	5	114	112	98.3	42.9
Male	3	51	51	100.0	54.9
	4	65	64	98.5	48.4
	5	54	53	98.2	39.6
Female	3	63	63	100.0	46.0
	4	52	52	100.0	57.7
	5	60	59	98.3	45.8
Hispanic or Latino	3	64	64	100.0	43.8
	4	74	73	98.7	46.6
	5	57	56	98.3	30.4
White	3	24	24	100.0	50.0
	4	29	29	100.0	62.1
	5	37	36	97.3	52.8
Socioeconomically Disadvantaged	3	59	59	100.0	33.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	68	68	100.0	36.8
	5	64	64	100.0	23.4
English Learners	3	54	54	100.0	37.0
	4	64	63	98.4	38.1
	5	41	41	100.0	21.9
Students with Disabilities	3	12	12	100.0	16.7
	4	14	14	100.0	14.3
	5	13	12	92.3	16.7

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 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.

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.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	55	56	56	83	83	83	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	114	112	98.3	56.3
Male	54	53	98.2	62.3
Female	60	59	98.3	50.9
Hispanic or Latino	57	56	98.3	41.1
White	37	36	97.3	69.4
Socioeconomically Disadvantaged	64	64	100.0	42.2
English Learners	41	41	100.0	29.3
Students with Disabilities	13	12	92.3	50.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.2	20.2	28.1

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Valley recognizes the importance of the partnership between home and school and remains committed to supporting the Parents As Partners Core Value. The parent community of Valley is very supportive. Parents have been included in the school improvement process and serve in an advisory capacity through the English Learner Advisory Committee, GATE advisory, School Site Council, and PTA. Regular activities are available for parent involvement and education, such as quarterly Dual Language parent meetings, regular Coffee with the Principal meetings, and other ongoing PTA sponsored events. Additionally, parent volunteers provide student support through: Volunteer Workroom, Arts Attack!, Book Fairs, Running Club (Tiger Trackers), and Classroom Support. The Valley Elementary Education Foundation also offers many opportunities for parents to be involved in fundraising events to support school programs - most notably through the annual Cinco de Mayo 5K Fun Run.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.6	0.9	1.1	1.2	1.1	1.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Valley places strong emphasis on safety for students and staff. We have clear guidelines for behavior that are focused primarily on living out the Character Traits and creating a Safe, Friendly and Respectful school. Our three rules are "We work hard, We take care of each other, and We take care of our school." These positive behaviors are reinforced through daily PA announcements made by the principal as well as classroom instruction by teachers. The first 20 days of school every teacher on campus teaches and models one specific expected behavior and students are given the opportunity to practice the behaviors. Logical consequences for inappropriate student behavior are communicated and enforced. As a result, Valley's climate is calm, orderly and welcoming.

As a result of the construction project several years ago, the campus is now more secure during and after school hours. Visitors to the school must enter through the main office and sign in if they wish to enter the campus. Emergency plans are reviewed frequently, and annual training procedures and drills for earthquakes, fire and bus evacuation are held. Emergency drills are conducted in accordance with district guidelines regarding frequency, safety procedures and reporting. Maintenance staff work with a scheduled preventive program to offset costly repairs, and the school has an up-to-date Asbestos Plan. Extended Student Services (ESS) is available to students for before and after school childcare.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2012-2013
Year in Program Improvement*	Year 3	Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		6		26		6		22		6	
1	28		4		27		4		24		5	
2	26		5		23	2	3		27		5	
3	25		5		24		5		25		4	
4	28		4		28		3		24		5	
5	28		4		31		4	1	23		5	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	.6	N/A
Psychologist	.4	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	--	--	--	\$72,224.24
District	N/A	N/A	\$8,962	\$77,791
Percent Difference: School Site and District	N/A	N/A	--	-0.7
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	--	-1.0

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

Types of Services Funded (Fiscal Year 2015-16)

The district’s general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects—monies from agencies (e.g., federal, state) earmarked for specific services
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,237	\$45,092
Mid-Range Teacher Salary	\$79,910	\$71,627
Highest Teacher Salary	\$97,997	\$93,288
Average Principal Salary (Elementary)	\$122,843	\$115,631
Average Principal Salary (Middle)	\$138,732	\$120,915
Average Principal Salary (High)	\$131,028	\$132,029
Superintendent Salary	\$305,178	\$249,537
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Research supports the positive effects professional development has on increasing student learning. All teaching staff is afforded the opportunity to participate in district and site sponsored professional development. These workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies, implementing the use of technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and multicultural training. Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status.

Valley has a strong culture of ongoing professional learning for administrators and teachers. A math specialist works closely with teachers to support their on-going learning in methods for teaching highly engaging and challenging math lessons aligned to the common core standards. Opportunities are given regularly to teachers to observe each other's practice to learn from one another. This includes regularly scheduled formal "Instructional Rounds" days where a group of teachers and the principal visit all Valley classrooms to collect objective evidence of improvements in student learning and identify needed next steps in instruction to continue growth in student achievement. Through the lesson study process teachers plan, deliver and reflect on lessons together, either in pairs or entire grade level teams. This has led to the refinement of lesson delivery and improvements in student engagement and achievement as measured by student work and benchmark assessments.