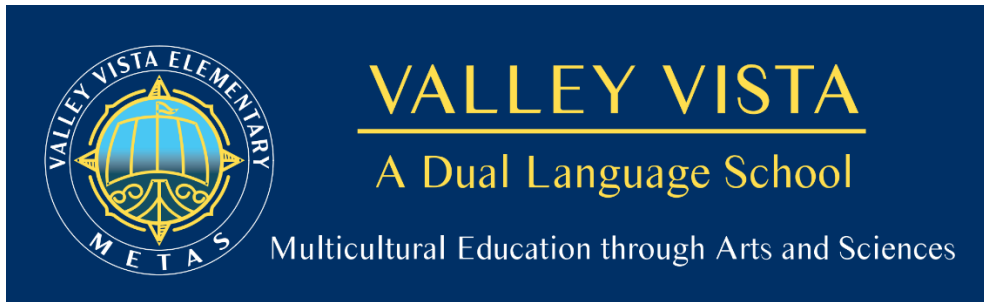


Valley Vista Elementary School

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/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 <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 Vista Elementary School
Street	3724 Valley Vista Way
City, State, Zip	Bonita, CA 91902
Phone Number	(619) 479-7171
Principal	Araceli Ibarra Roman
Email Address	araceli.ibarraroman@cvesd.org
School Website	https://valleyvista.cvesd.org/
County-District-School (CDS) Code	37-68023-6037832

2023-24 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619)425-9600
Superintendent	Dr. Eduardo Reyes, Superintendent
Email Address	eduardo.reyes@cvesd.org
District Website	www.cvesd.org

2023-24 School Description and Mission Statement

Valley Vista School is one of 50 elementary schools in the Chula Vista Elementary School District (CVESD). Our school is located along Sweetwater Rd. in the Sweetwater Valley as part of the unincorporated community of Bonita, CA. Bonita is nestled among the incorporated cities of Chula Vista, National City, and San Diego. Our students come from the Bonita Valley area and the surrounding cities in the county of San Diego. Valley Vista is an English/Spanish, 50:50, Two-Way Dual Language Immersion (DLI) School.

Our Mission is to prepare our students to succeed Academically, Linguistically, and Socially.

- To provide relevant learning in two vital languages ensuring students attain biliteracy and a world-class, multicultural education
- To engage students in personalized learning experiences that integrate essential skills: Communication - Collaboration - Critical Thinking - Creativity - Civic Responsibility
- To embrace struggle while developing and practicing a growth mindset towards learning and self-efficacy

We see learning as a journey that takes teamwork, planning, vision, grit, and shared leadership.

Our School Vision: At Valley Vista, everyone is a learner and a leader. Love for learning fuels and motivates us. Through our Viking Virtues we add value to our lives, our community, and our world. While everyone is responsible for their own learning, we work together to make everyone better, stronger, and happier.

Viking Virtues:

- M - Mindset
- E - Effort
- T - Think Critically
- A - Add Value
- S - Self-Efficacy

Viking's Creed: I know I am part of what's GREAT in our school. METAS helps me remember that I control my MINDSET. With EFFORT, I can accomplish anything. THINKING critically leads me to discover and learn more. The things I do ADD value to my class, my school, and my community. Everyday, I will work to be the BEST ME I can be. This builds the SELF EFFICACY that will help me succeed. I promise to act and speak with Kindness. If I see someone being hurt by others, I will tell an adult, Everyone should feel safe and happy at school. I am part of what's GREAT about my school.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	84
Grade 2	81
Grade 3	84
Grade 4	72
Grade 5	80
Grade 6	86
Total Enrollment	587

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2%
Male	50.8%
Asian	0.9%
Black or African American	1.2%
Filipino	3.2%
Hispanic or Latino	82.5%
Two or More Races	4.3%
White	7.7%
English Learners	22.3%
Homeless	1.4%
Socioeconomically Disadvantaged	48.9%
Students with Disabilities	13.1%

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)	14.00	51.85	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.70	14.00	1.01	12115.80	4.41
Unknown	12.00	44.44	106.00	7.66	18854.30	6.86
Total Teaching Positions	27.00	100.00	1383.70	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)	14.00	51.85	1266.50	87.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.80	0.48	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.70	22.80	1.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.70	33.90	2.36	11953.10	4.28
Unknown	11.00	40.74	109.80	7.63	15831.90	5.67
Total Teaching Positions	27.00	100.00	1440.10	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	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

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	1.00	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	1.00

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)	0	5.7
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	1.8

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

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members. Note: adoption cycles have been paused as a result of the impact that the Covid-19 pandemic has had on our educational system state-wide.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, and all are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally to provide for growth and changing needs at the schools sites.

We invested at site and district levels in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers integrate technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Year and month in which the data were collected

July 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 and Benchmark Adelante - adopted July 2017	Yes	0%
Mathematics	iReady Math Curriculum - adopted July 2023	Yes	0%
Science	TWIGs Science Curriculum - adopted July 2023	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Valley Vista students are safe on school grounds before, during, and after school. Additional supervisory staff is hired to provide supervision during these key times.

Classrooms, playground, and staff spaces at Valley Vista Elementary School support our school's current enrollment. Additional space is available to support science, a Counselor, and a Resource Specialist (RSP). Tutorial, small group instruction spaces are also available between classrooms.

The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Valley Vista custodial staff perform daily inspection and cleaning operations.

Year and month of the most recent FIT report

11/24/2023

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		209 Work Room: ceiling tile stains // Door paint is peeling (middle door between classrooms) 400 Workroom: Carpet Spots and marker stains // * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats 500 Girls: * Untreated fabric on walls (proof of fire retardant treatment) // * Regular extension in use (fire and safety concern - per district policy items are not allowed) // Covebase unglued under desk // Chipped edge ob cabinet desk // Carpet stains 500 Womens: *Rusty sanitary napkin containerplease repaint or change them- per Williams Inspection, Rust stains on floor, Needs overall cleaning * Floor (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze) CR 201: Holes in wall // * Regular extension in use (fire and safety concern - per district policy items are not allowed) per fire marshall we need a permanent source of electricity CR 205: stains on carpet // missing blind slats //stained and cracked ceiling tiles // toilets need caulking CR 301: Covebase peeling off by whiteboard // * Doors shall not be concealed by decorations, finishes, curtains or drapes or similar materials (Fire Code and Safety Hazard) CR 502: * Electrical Panels or Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) // Covebase missing by the sink Health office: Carpet needs deep cleaning Kinder 403: Ceiling tile stained // Cabinet missing handle // Multi Purpose: Door tiles cracking (Both sides) // Old freezer used as storage // * Regular extension in use (fire and safety concern - per district policy items are not allowed) per fire marshall we need a permanent source of electricity // White Freezer not used (dirty)

School Facility Conditions and Planned Improvements

			<p>staff lounge: Vinyl tile cracked near the cabinets // Counter and sink dirty Stage: Floor tiles cracked/chipped</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>300 Electrical: * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present) , least 3 coats, do not apply wax (I-Shine) 300 hallway storage: * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present) , least 3 coats, do not apply wax (I-Shine) 400 Girls: Carpet Stains // CR 202: Floor tiles cut/missing // Stains around the toilet // ceiling tiles stained // * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats CR 504: Water damage sink counter (doors are crumbling) // heavy carpet stains // CR 505: Carpet very dirty Custodian/Comm Room: paint peeling, cobwebs needs general cleaning Preschool Playground: Cobwebs // Outside drinking fountain chipped. // Big Toy needs power washing, Womens RR: Roof access missing sign // Right side exit rout (Safety Patrol) extremely dirty and walls are stained with mud plus with writing and drawings // There is clutter all in the main stage area</p>
<p>Electrical</p>	X		<p>209/306 Electrical/Storage Rooms: Missing electrical plate cover by cabinets // Sagging ceiling tiles CR 503: * Electrical Panels or Fire panel or Extinguisher Clearance under 36 inches (partially blocked, open or obstructed) // USB data port loose from rail Mens RR: All round lights are out (seems that they do not work) // Sink low pressure and dirty // Cracked floor tiles // * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats Pre School 602:</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>200 Book/Reading Room: Needs caulking around toilet // Floor cracked // Vent is out of place // * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present) , least 3 coats, do not apply wax (I-Shine) 203/204/205 Workroom: Water fountain with hard water stains (needs Cleaning) 206/208/208 Workroom: Cracked stucco above the window // Stained/cracked ceiling tiles // Left RR vinyl tile cracked behind toilet (2) CR 204: * Household wipes, insecticides, disinfecting spray's, and cleaning products (no MSDS present on</p>

School Facility Conditions and Planned Improvements

			<p>site - health hazard) // seam split in vinyl floor in the RR CR 501: Sink counter chipped CR 502: * Electrical Panels or Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) // Covebase missing by the sink CR 504: Water damage sink counter (doors are crumbling) // heavy carpet stains // Kitchen: Dirty around drain // Toilet needs caulking // * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present) , least 3 coats, do not apply wax (I-Shine) Mens RR: All round lights are out (seems that they do not work) // Sink low pressure and dirty // Cracked floor tiles // * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>X</p>		<p>300/200 Hallway: * Doors shall not be concealed by decorations, finishes, curtains or drapes or similar materials (Fire Code and Safety Hazard) // * Electrical Panels or Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) 400 Boys: * Doors shall not be concealed by decorations, finishes, curtains or drapes or similar materials (Fire Code and Safety Hazard) // Hard Water stains on sink // 500 Boys: * Electrical Panels or Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) CR 208: * Doors shall not be concealed by decorations, finishes, curtains or drapes or similar materials (Fire Code and Safety Hazard) CR 209: * Household wipes, insecticides, disinfecting spray's, and cleaning products (no MSDS present on site - health hazard) // * Doors shall not be concealed by decorations, finishes, curtains or drapes or similar materials (Fire Code and Safety Hazard) CR 304: *** No Fire Extinguisher // Blocked door CR 305: * Doors shall not be concealed by decorations, finishes, curtains or drapes or similar materials (Fire Code and Safety Hazard) // 3 lights out // CR 306: Door Blocked (access to 300B) // * Doors shall not be concealed by decorations, finishes, curtains or drapes or similar materials (Fire Code and Safety Hazard) Kinder 401: Pencil sharpener cover is missing (please remove) // covebase peeling off // * Doors shall not be concealed by decorations, finishes, curtains or drapes or similar materials (Fire Code and Safety Hazard)</p>
<p>Structural: Structural Damage, Roofs</p>	<p>X</p>		<p>Work room: * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-</p>

School Facility Conditions and Planned Improvements

			3 coats, apply wax with I-Shine 2-3 coats //Worn Vinyl in student beds
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		209 Work Room: ceiling tile stains // Door paint is peeling (middle door between classrooms) CR 301: Covebase peeling off by whiteboard // * Doors shall not be concealed by decorations, finishes, curtains or drapes or similar materials (Fire Code and Safety Hazard)

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)	39	36	54	53	47	46
Mathematics (grades 3-8 and 11)	23	23	41	43	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	324	321	99.07	0.93	35.83
Female	160	158	98.75	1.25	44.30
Male	164	163	99.39	0.61	27.61
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	66.67
Hispanic or Latino	267	266	99.63	0.37	32.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	27.27
White	30	30	100.00	0.00	53.33
English Learners	76	75	98.68	1.32	8.00

Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	162	160	98.77	1.23	30.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	44	97.78	2.22	20.45

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	324	322	99.38	0.62	22.67
Female	160	159	99.38	0.62	21.38
Male	164	163	99.39	0.61	23.93
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	50.00
Hispanic or Latino	267	267	100.00	0.00	18.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	27.27
White	30	30	100.00	0.00	43.33
English Learners	76	76	100.00	0.00	6.58
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	162	161	99.38	0.62	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	44	97.78	2.22	13.64

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)	18.82	24.05	36.97	34.95	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	79	79	100.00	0.00	24.05
Female	40	40	100.00	0.00	25.00
Male	39	39	100.00	0.00	23.08
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	63	63	100.00	0.00	17.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	17	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	43	100.00	0.00	18.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	14.29

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	88.61%	87.34%	87.34%	87.34%	86.08%

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

Research shows a high correlation between parent involvement, student achievement, and effective schools. We invite parents to become engaged in their children's education and active members of our school's learning community. Join us for monthly Principal's Coffees as we hope to return traditional family school events sometime this school year. Some of the traditional events have included movie night, reading, science, and math family nights, the Fall Festival, Literacy Week & Book Fairs, our Multicultural Fair, and the morning Running Club. You can attain information on all the scheduled school activities & events from our district's website at cvesd.org. Click on Schools to find Valley Vista and look up our Student-Parent Handbook and other school and district information.

We strive to increase parent participation in leadership roles through our Parent Teacher Organization (PTO), School Site Council (SSC), and the English Learner Advisory Committee (ELAC) which meets at the principal's coffee chats. We truly appreciate our parent volunteers who make enrichment opportunities possible for our students. Parents are encouraged to support their children's academic development from home, and we stand ready to help you in any area. We value and welcome parent participation.

All our families receive a weekly messenger from the principal and updates through Class Dojo. Information can also be found displayed in the school marquee and several shadow boxes throughout the school.

You are always welcomed to call our front office at 619-479-7171

Araceli Ibarra Roman – School Principal – araceli.ibarraroman@cvesd.org

Leticia Osornio - School Secretary - leticia.galvezosorni@cvesd.org

Spanish translation is always available. Hablamos español.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	616	604	149	24.7
Female	302	297	64	21.5
Male	314	307	85	27.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	5	5	1	20.0
Black or African American	8	7	1	14.3
Filipino	22	22	1	4.5
Hispanic or Latino	504	497	130	26.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	26	25	3	12.0
White	49	46	13	28.3
English Learners	139	135	34	25.2
Foster Youth	0	0	0	0.0
Homeless	8	8	3	37.5
Socioeconomically Disadvantaged	310	302	85	28.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	89	87	22	25.3

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	0.17	0.84	2.11	0.02	0.68	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.11	0
Female	0.99	0
Male	3.18	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.59	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	15.38	0
White	2.04	0
English Learners	0.72	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.87	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.25	0

2023-24 School Safety Plan

Student and staff safety and well-being is prioritized at Valley Vista. The Comprehensive School Safety Plan (CSSP) is reviewed within the first quarter of each school-year by the school's Safety Committee which includes at minimum, the principal, a primary & an upper grade certificated employee, a classified employee, a parent representative, and the student council president. This committee reviews several data including student behavior & discipline, area crime, and facility vulnerabilities, in order to develop at least two goals for improvement. This year; Goal One: involves improving the reactionary response to emergency drills by students through the practice the following routine at the end of each recess: Siren, Freeze, Squat, Listen, Follow Directions. Goal Two: involves practicing and reinforcing safe pick-up routines at dismissal times. The CSSP is reviewed, updated, and presented to the community and School Site Council annually. The SSC approved the CSSP in the fall of 2023 and the Board of Education approval date is January 17 2024.

Regular safety protocols include emergency and earthquake preparedness drills, monthly fire drills, bus evacuation drills, school-wide assemblies (broadcasted via videos or live streaming to classrooms) addressing safety and health, adequate playground supervision, and professional development for staff on child abuse awareness & reporting, trauma informed responses, and hygiene & emergency procedures. Additionally, we incorporate Red Ribbon Week, Kindness Week, and Jump Rope for Heart activities which focuses on drug and alcohol abuse prevention and health & self-care awareness. We adhere to our district's wellness policy and promote healthy living through physical activity and informed food choices. We use the Raptor check-in system for adults on campus in between arrival and dismissal times. We have an active and well-trained Safety Patrol.

Our school emphasizes positive behavior supports through a school wide positive reinforcement program that acknowledges students doing the "right" things and then recognizes students for their good choices. Super Viking slips are also handed out for classroom group behavior recognition. We promote the development of a Growth Mindset throughout the school year and focus on Viking Virtues. The Viking Virtues are attached to the acronym METAS (the Spanish word for GOALS): Mindset, Effort, Thinking, Add value, Self-efficacy.

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	39		1	3
1	46			4
2	48			4
3	43			4
4	26	1	2	1
5	30	2		2
6	35	1	1	2

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	39			4
1	41			4
2	55			4
3	38			4
4	40			4
5	44		1	2
6	42		1	2

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	50	0	0	4
1	42	0	0	4
2	41	0	0	4
3	63	0	0	4
4	54	0	0	4
5	71	0	0	3
6	76	0	0	3
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	587

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	1.1
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

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	13,472.71	4,437.89	9,034.82	86,080
District	N/A	N/A	8,864.49	\$87,887
Percent Difference - School Site and District	N/A	N/A	1.9	0.7
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	31.2	-1.4

Fiscal Year 2022-23 Types of Services Funded

Valley Vista is a Two-Way, 50:50, English and Spanish, Dual Language Immersion (DLI) School. To date, ninety percent (90%) of the student body is learning in both languages every school day. Our multilingual language learners (MLLs) benefit from two, language-specific, classroom teachers at every grade level and are challenged academically and linguistically in every content area through our DLI program.

District and Site funds are used to provide for regular classroom teacher collaboration through our VAPA program which includes Science, Art, Theater, and Dance/PE. Planning, data analysis, and on-going professional collaborative learning is the focus of teacher collaboration sessions. Gifted And Talented Education (GATE), MLLs, Special Needs, and general education (GenEd) students, are provided access to a differentiated classroom program that integrates extension learning opportunities provided by certificated classroom teachers, targeted-subject teachers (Science & Impact), and Visual and Performing Arts (VAPA) teachers. Our school's Response to Intervention begins with Student Study Teams (SST) that monitors the progress of target students receiving interventions in the GenEd classroom using materials and/or strategies designed to address particular and identified learning gaps. Additionally, an English language instructional assistant conducts timely state assessments and additional needs-based interventions for MLLs.

Students K-6th, use a computer-based language development program that provide structured practice to identified students at individual levels in either English or Spanish, or both. Students also use adaptive, web-based programs in order to extend their learning in language arts & mathematics:

- 3rd-6th: Achieve 3000 for informational reading
- 1st-6th: STAR & Accelerated Reader – reading
- Kinder-2nd: Smarty Ants and/or RazKids
- K-6th: ThinkCentral and i-Ready for mathematics assessment and learning

Valley Vista invests and continues to update computers and other technology tools for teaching such as tablets, document cameras, and Smart TVs in order to provide our students and teachers with the technology and expertise that is increasingly necessary in our society.

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	\$54,003	\$54,215
Mid-Range Teacher Salary	\$81,474	\$86,843
Highest Teacher Salary	\$108,524	\$111,440
Average Principal Salary (Elementary)	\$147,193	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$270,400	\$252,466
Percent of Budget for Teacher Salaries	36.2%	33.16%
Percent of Budget for Administrative Salaries	4.69%	5.15%

Professional Development

Each year, an instructional focus is identified based on data by the school's Instructional Leadership Team (ILT). A professional learning cycle (PLC) is developed with activities leading towards the achievement of the school's goals and objectives. The plan, goals and objectives are part of our School Plan for Student Achievement.

Additionally, there is a learning plan for staff (all the adults on site), around identified growth and professional development needs. The on-going staff development topics include staff growth on:

- Equity & Anit-bias Education - Self-awareness & Acceptance - Social Justice and a more balanced curriculum
- Multilingual Education – World Readiness - Collaborative Discussions - across content & grade levels - Writing across content & grade levels – socio-cultural competence
- MTSS - RtI *SEL – screening & support – METAS: Viking Virtues *Academics – differentiation for all target groups (GATE, MLL, SpEd, GenEd) *Behavioral - Restorative Practices

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	2.5	2.5	