

Valley Vista Elementary School

3724 Valley Vista Way • Bonita, CA 91902 • (619) 479-7171 • Grades K-6

Carmen Emery, Ed.D., Principal

maria.emery@cvesd.org

www.cvesd.org

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Chula Vista Elementary School District

84 East J Street
Chula Vista, CA 91910-6100
(619) 425-9600
www.cvesd.org

District Governing Board

Leslie Ray Bunker
Armando Farias
Laurie K. Humphrey
Eduardo Reyes, Ed.D.
Francisco Tamayo

District Administration

Francisco Escobedo, Ed.D.
Superintendent

Jeffrey Thiel, Ed.D.

**Assistant Superintendent, Human
Resources Services and Support**

Oscar Esquivel

**Assistant Superintendent, Business
Services and Support**

Matthew Tessier, Ed.D.

**Assistant Superintendent,
Innovation and Instruction Services
and Support**

School Description

Our Mission is 1) to provide rigorous instruction in all content areas for all students, 2) to engage students in relevant, personalized learning experiences that integrate the five Cs: Critical Thinking, Communication, Creativity, Collaboration, and Civic Literacy, 3) to embrace struggle as a learning path, 4) to develop & promote a growth mindset, and 5) to do all this through biliteracy and multicultural appreciation.

Valley Vista Focus

We work hard to engage and collaborate with our parents in supporting the continued success for all students. We communicate through weekly messages, parent nights and coffees, and programs that our parents can access from home. We have an increased focus on the use of technology as a tool to enhance student progress. We use web-based programs at every grade level to extend students' academic exposure and practice at school and from home. We believe strongly that our language arts focus, specifically in listening and speaking, is developed through increased, intentional reading, writing, and discussion in, about, and through all text types. Our math focus is on increasing students' conceptual understanding and the individual articulation of these understandings. We emphasize structured classroom peer discussion as a means to increase and solidify learning, guided by the California State Standards.

Achievement is measured using a variety of instruments. In addition to mandated standardized tests, we use site specific and District local measures. Data from these assessments are used to develop student profiles. Classroom teachers utilize this information to apply Response to Intervention (RtI) in the form of flexible instructional groups based on student needs and to provide individualized instruction if necessary. The progress of students in intensive intervention programs is monitored daily by teacher observation and through our Student Study Team (SST) process every six to eight weeks. Gifted and Talented students (GATE) receive differentiated instruction in the classroom and attend enrichment sessions throughout the school year planned and provided by a GATE certified teacher.

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 <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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	87
Grade 1	94
Grade 2	75
Grade 3	92
Grade 4	91
Grade 5	92
Grade 6	91
Total Enrollment	622

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.2
Asian	0
Filipino	6.3
Hispanic or Latino	79.4
Native Hawaiian or Pacific Islander	0.3
White	9.3
Two or More Races	2.1
Socioeconomically Disadvantaged	52.9
English Learners	24.8
Students with Disabilities	6.1
Foster Youth	0.5

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			
Valley Vista Elementary School	15-16	16-17	17-18
With Full Credential	25	27	27
Without Full Credential		0	0
Teaching Outside Subject Area of Competence	0	NA	
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Valley Vista Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "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 2017-18)

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.

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, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading K-6 and Houghton Mifflin Lectura K-6 Spanish. Adopted in 2002-03. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	GoMath Mathematics K-6, English and Spanish. Adopted in 20015-16. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 classrooms for art, GATE, a primary computer lab, and a Resource Specialist (RSP). Tutorial space is also available.

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/28/2015				
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			<p>300 Boys RR: Stain floors and wall by panels.</p> <p>300 Mechanical: Doors don't lock open, cobwebs, floor dirty, missing fire stinguisher.</p> <p>300A: exterior door doesn't close all the way, panel out, electrical panel block, cealing pull up, damage cover wall.</p> <p>300B: Ceiling stain, electrical panel blocked.</p> <p>300D: 2 stained ceiling tile, door not closing properly.</p> <p>300E: 1 stained ceiling tile, panel out</p> <p>400 Boy's RR: Middle urinal brocken handle smells bad, debrie on lighs.</p> <p>400 Elec Rm: G-force gallon missing the anti temper, electrical panel its blocked.</p> <p>400 Girl's RR: Stain floors, water holes conector outside leaking water.</p> <p>400B: electrical panel blocked</p> <p>400G: wall stained above door to Rm. 409; cobwebs at motion detector; electrical panel blocked, 6 panel out</p> <p>CR 201 (Kinder): Restrooms toilet seat loose, (righ) panel out (left)</p> <p>CR 202 Kinder: right restroom - floor dirty, door doesn't shut need to pull it hard, loose toilet seat.</p> <p>CR 301: 3 lamps out; 3 household cleaners under sink.</p> <p>CR 302: fire extinguisher blocked; fire alarm pull station blocked, ceiling need to put down.</p> <p>CR 303: 1 lamp out, household under sink.</p> <p>CR 305: fountain high</p> <p>CR 306: 1 unmarked spray bottle under sink, house holds.</p> <p>CR 307: 7 panel out, cobwebs by sink, stain tile on sink, carpet stanguisher.</p> <p>CR 308: 14 Panel out</p> <p>CR 401: 1 stained ceiling tile; carpet stains and tile, cober base attaching under whiteboard.</p> <p>CR 402: 6 lamps out, dusty, fire stinguisher missing hook up tile stains.</p> <p>CR 403: 2 household cleaners under sink</p> <p>CR 404: door not closing properly, 4 panels out.</p> <p>CR 405: Door closes to strong.</p> <p>CR 406: 3 panel out, cobwebs behing cabbins.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/28/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
					CR 407: 1 stained ceiling tile; sink cabinet door has a broken knob; wall dirty, carpet and tile stains. CR 408: Pencil sharpener cover is missing, wall peeling, 3 lights fixtures, carpet stain. CR 501: Door closes too fast, tile ceiling gaps, panel out, carpet stains. CR 502: Cobwebs on windows, tile ceiling loose and holes carpet stains. CR 503: tile ceiling loose, carpet stain, cobwebs on windows, household under sink. CR 504: wall vent dirty; carpet dirty, stained and spotted, door not closing properly, cobwebs on windows. CR 505: wall vent dirty; ceiling air motion sensor needs to be replaced; ceiling vents and ceiling tile around them are dirty; door closes fast and when gets to frame then lock, panel out. CR 506: ceiling tile loose, windows cobwebs, cabinet peeling Kitchen: leaking sink. Media center: Electrical panels blocked, heater coil is leaking spots on wall. Multipurpose: Light panel out, cobwebs all over, round light out. Play Toy: paint peeling; cobwebs; spiral slide drop more than 12" Playground: lower playground - asphalt has long, wide cracks - trip hazard; upper playground - needs to be swept, need to replace tetherball chains. Stage Storage: Fire sprinkler covered with tape, possible leak paint peeling, cobweb. Stage: wheelchair lift blocked, cobwebs, Black plastic with duck tape blocking holes
Electrical: Electrical		X			300 B: 7 Light out 400 A: 7 Light out Stage Storage: 7 Light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			Playground: (9) Pressure too low on fountain
Safety: Fire Safety, Hazardous Materials	X				CR 201 (Kinder): (11) Lysol disinfectant spray in adult RR
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				300 boys RR: (15) corrosion on bottom of exit door
Overall Rating	Exemplary	Good	Fair	Poor	Met with Principal, who spoke to custodial staff regarding cleanliness and
		X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/28/2015					
System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
				simple repair issues and work orders submitted for maintenance and repairs	

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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	52	49	62	62	48	48
Math	34	36	48	49	36	37

* 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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	60	68	67	62	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.4	34.5	23

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	93	93	100.0	67.7
Male	51	51	100.0	72.6
Female	42	42	100.0	61.9
Hispanic or Latino	71	71	100.0	67.6
Socioeconomically Disadvantaged	46	46	100.0	58.7
English Learners	17	17	100.0	47.1

* 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. 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.

School Year 2016-17 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	363	352	96.97	49.15
Male	193	189	97.93	44.97
Female	170	163	95.88	53.99
Black or African American	12	12	100	66.67
Filipino	27	27	100	81.48
Hispanic or Latino	283	273	96.47	45.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	33	97.06	54.55
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	198	194	97.98	44.33
English Learners	117	112	95.73	44.64
Students with Disabilities	29	28	96.55	17.86
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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	363	353	97.25	35.69
Male	193	188	97.41	34.04
Female	170	165	97.06	37.58
Black or African American	12	12	100	41.67
Filipino	27	27	100	66.67
Hispanic or Latino	283	275	97.17	29.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	33	97.06	54.55
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	198	194	97.98	27.84
English Learners	117	115	98.29	25.22
Students with Disabilities	28	27	96.43	11.11
Foster Youth	--	--	--	--

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

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

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

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Contact person: Leticia Galvez - School Secretary

Contact Person Phone Number: (619) 479-7171

Research shows a high correlation between parent involvement and effective schools. Valley Vista School encourages parents to become actively involved members of the school community by attending scheduled school activities & events. These opportunities include Parent Nights and Principal's Coffees. We strive to increase parent participation in leadership roles and appreciate our volunteers in classrooms as well as the school at large. Parents are encouraged to support their children's academic development from home and become active in the Parent Teacher Organization (PTO), School Site Council (SSC), and the English Language Advisory Committee (ELAC). These organizations help sponsor and organize many activities for the benefit of children, parents, and our community. Valley Vista's staff encourages and supports all parents to become partners in their child's education. We value and welcome parent participation.

Parent volunteers make enrichment opportunities for our students possible. Our volunteer parents organize as the PTO and arrange and support our school through many after hours events and activities. They are responsible for the movie & reading nights, the Fall Festival, Family Fitness Night, Literacy Week & Book Fairs, Holiday Shop week and the morning Running Club. In the spring, a special recognition tea is held to show our appreciation for our valued year-round volunteers.

Parents are encouraged to attend and participate in committee meetings and activities through PTO flyers, the Principal's coffees, and weekly SchoolMessenger phone calls and emails, displays on the school marquee and bulletin boards, and our school's website. Every year, a welcoming Volunteer Orientation is provided in August, by our PTO for parents that are new to Valley Vista or new to volunteering at our school.

Any parents wishing to become involved in school activities may call 479-7171. We welcome you! Spanish translation is always available. Hablamos español.

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

Student safety and well-being is promoted through ongoing discussion and awareness activities. Some of these activities include emergency and earthquake preparedness drills, monthly fire drills, bus evacuation drills, adequate playground supervision, and professional development for staff on child abuse awareness & reporting, and hygiene and emergency procedures. We use a systematic check-in system for adults on campus in between arrival and dismissal times. We have an active and well-trained Safety Patrol. Additionally we incorporate Red Ribbon Week, which focuses on drug and alcohol abuse prevention. Our school is a No Place For Hate school and as such we use the pledge & other related activities school wide. Our school emphasizes positive behavior support through a school-wide Gotcha program that "catches" students doing the "right" things and then recognizes students for their good choices on a weekly basis. Class Gotcha slips are also handed out for classroom group behavior recognition. Even though we promote the development of a Growth Mindset throughout the year, different character traits are identified as a focus for 5 to 6 weeks at a time school-wide. Those traits are modeled and discussed more explicitly during those times and are used to reward model students at student awards assemblies. All students attend assemblies that promote positive behaviors at the start of each quarter. We adhere to our district's wellness policy and promote healthy living through physical activity and informed food choices.

Student safety is of the utmost importance and priority at Valley Vista. A school site advisory committee composed of parents and staff members review and revise the previous year's School Safety Plan in the first quarter of the school year. Data from annual parent, student, and staff surveys on school climate and any crime reported is also reviewed and incorporated. A law enforcement officer and our fire department review the Safe School Plan final document before approval by the School Site Council (SSC) and submission to the CVESD Board of Education. This year's plan was approved by our SSC in November 14, 2016.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	0.3	0.3	0.4
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	43.2	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	21	22		2	2	3	2	2			
1	21	24	24	1		1	3	3	3			
2	20	23	25	2			2	4	3			
3	19	18	23	1	1		4	4	4			
4	29	19	18		1	2	3	3	3			
5	15	29	19	1		1	2	3	3			
6	29	29	27				3	3	4			

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

Professional Development provided for Teachers

Each year, a targeted professional learning plan is identified and planned by the school's Instructional Leadership Team (ILT). Activities reflect the school's goals and objectives and are part of our School Single Site Plan. Staff development topics included:

2016-17

1) Wilda Storm K-6th Writing & Reading Comprehension, 2) Benchmark Publishers ELA for 2nd, 3rd, 4th, & 5th Grade teachers, 3) 3rd-6th grade teachers - Achieve 3000, 4) Math: Dreambox, GoMath 5) Growth Mindset & 5 Cs principles & practices, 6) Restorative Practices: Behavior Reflection & Class Meetings

2015-16

1) District-provided Academies in Math, Achieve 3000, SIPPS, 2) Benchmark Publishers ELA for 2nd, 4th, & 5th Grade teachers, 3) Wilda Storm K-6th Writing to Reading Comprehension, 4) 3rd-6th grade teachers - Achieve 3000, 5) Math refreshers during teacher collaboration.

2014-15

1) Learning Headquarters for writing, 2) District-provided Academies in Math, ELD, SIPPS, & Biliteracy, 3) 4th-6th grade teachers - Achieve 3000

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,023.42	\$2,972.55	\$7,050.88	\$70,943.00
District	♦	♦	\$166,094.33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			1.1	7.7
Percent Difference: School Site/ State			24.4	2.9

* Cells with ♦ do not require data.

Types of Services Funded

Valley Vista provides a quality education for all children in a safe, secure, and positive environment. All Valley Vista students develop competence in the fundamentals of reading, writing, math, science, history-social science, physical education, and health education. Our Gifted And Talented Education (GATE) students are challenged academically through a differentiated classroom program and receive various extension learning opportunities provided by certificated classroom teachers and/or Visual and Performing Arts (VAPA) teachers. In addition, GATE students may receive experiences such as field trips and/or writing explorations led by volunteers.

District funds are used to provide for regular classroom teacher collaboration through the incorporation of VAPA teachers. Planning, data analysis, and on-going professional collaborative learning is the focus of site collaboration sessions. All Valley Vista students participate in VAPA rotations that include Art, Music, and Dance instruction. Our school's Response to Intervention begins with a Student Study Team (SST) that monitors the progress of target students receiving interventions and modifications of the regular education program. Impact teachers provide extra intervention sessions to students in need using materials designed to address particular, identified learning gaps. Students use adaptive, web-based programs in order to extend their learning: 3rd through 6th graders use Achieve 3000, Accelerated Reader, Study Island. Kinder and 1st graders use Reading Eggs and LexiaLearning. All students use ThinkCentral.

Through Limited English Proficient (LEP) funds, a part-time English language assistant provides timely assessments and additional needs-based information to teachers of language learners and other at-risk students. Imagine Learning, a computer-based language development program, provides structured practice to students at individual levels.

Valley Vista has invested in a data and assessment management system (OARS) and continues to update and purchase more computers and other technology tools for teaching such as document cameras & LCD projectors in order to provide our students and teachers with the technology know-how that is increasingly necessary in our society.

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.