

Valley Vista Elementary School

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

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2017-18 School Accountability Report Card

Published During the 2018-19 School Year



Chula Vista Elementary School District

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

School Description

Valley Vista is a Two-Way, Spanish/English, 50:50, Dual Language Immersion School. Part of the Chula Vista Elementary School District, we span kindergarten through 6th grade.

At Valley Vista, everyone is a learner and a leader. Love for learning fuels and motivates us. Through our Viking Principles, 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 Principles: Learn Like a Viking!

Respect, Self-Efficacy, Growth Mindset, Civic Responsibility, Kindness, Critical Thinking, Collaboration

METAS is the Spanish word for GOALS and at Valley Vista, it stands for our commitment to a Multicultural Education through Arts & Sciences.

Our Mission is to prepare our students academically, linguistically, and socially to succeed.

-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, and Civic Responsibility.

- To embrace struggle while developing a Growth Mindset towards learning and Self-Efficacy

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

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	86
Grade 1	82
Grade 2	86
Grade 3	78
Grade 4	88
Grade 5	85
Grade 6	98
Total Enrollment	603

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.0
Asian	0.2
Filipino	6.1
Hispanic or Latino	76.9
Native Hawaiian or Pacific Islander	0.3
White	11.3
Socioeconomically Disadvantaged	52.4
English Learners	24.0
Students with Disabilities	4.3
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Valley Vista Elementary School	16-17	17-18	18-19
With Full Credential	27	27	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	NA		
Chula Vista Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Valley Vista Elementary School	16-17	17-18	18-19
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	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.

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

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, and all 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 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.

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	Benchmark Advanced (English) & Adelante (Spanish) Adopted in 2016-17. 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%

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, science, 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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/7/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	300 Boys RR: Stain floors and wall by panels. 300 Mechanical: Doors don't lock open, cobwebs, floor dirty, missing fire extinguisher. 300A: exterior door doesn't close all the way, panel out, electrical panel block, ceiling pull up, damage cover wall. 300B: Ceiling stain, electrical panel blocked. 300D: 2 stained ceiling tile, door not closing properly. 300E: 1 stained ceiling tile, panel out 400 Boy's RR: Middle urinal broken handle smells bad, debris on lights. 400 Elec Rm: G-force gallon missing the anti temper, electrical panel its blocked. 400 Girl's RR: Stain floors, water holes conector outside leaking water. 400B: electrical panel blocked 400G: wall stained above door to Rm. 409; cobwebs at motion detector; electrical panel blocked, 6 panel out CR 201 (Kinder): Restrooms toilet seat loose, (righ) panel out (left) CR 202 Kinder: right restroom - floor dirty, door doesn't shut need to pull it hard, loose toilet seat. CR 301: 3 lamps out; 3 household cleaners under sink. CR 302: fire extinguisher blocked; fire alarm pull station blocked, ceiling need to put down. CR 303: 1 lamp out, household under sink. CR 305: fountain high CR 306: 1 unmarked spray bottle under sink, house holds. CR 307: 7 panel out, cobwebs by sink, stain tile on sink, carpet stainguisher. CR 308: 14 Panel out CR 401: 1 stained ceiling tile; carpet stains and tile, cober base attaching under whiteboard.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/7/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		CR 402: 6 lamps out, dusty, fire stinguisher missing hook up tile stains. CR 403: 2 household cleaners under sink CR 404: door not closing properly, 4 panels out. CR 405: Door closes to strong. CR 406: 3 panel out, cobwebs behing cabbins. 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 lighs fixtures, carpet stain. CR 501: Door closes to fast, tile cealing gaps, panel out, carpet stains. CR 502: Cobwebs on windows, tile cealing loose and holes carpet stains. CR 503: tile cealing 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 at 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 cob webs, cabinet peeling Kitchen: leaking sink. Media center: Electrical panels blocked, heater look is leaking spots on wall. Multipurpose: Ligth 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	Fair	300 B: 7 Light out 400 A: 7 Light out Stage Storage: 7 Light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Playground: (9) Pressure too low on fountain
Safety: Fire Safety, Hazardous Materials	Good	CR 201 (Kinder): (11) Lysol disinfectant spray in adult RR
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/7/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	300 boys RR: (15) corrosion on bottom of exit door
Overall Rating	Good	Met with Principal, who spoke to custodial staff regarding cleanliness and 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	49.0	51.0	62.0	65.0	48.0	50.0
Math	36.0	33.0	49.0	51.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	352	340	96.59	51.47
Male	175	170	97.14	40.00
Female	177	170	96.05	62.94
Black or African American	--	--	--	--
Filipino	27	26	96.30	76.92
Hispanic or Latino	268	260	97.01	47.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	40	39	97.50	69.23
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	191	186	97.38	44.09
English Learners	113	106	93.81	35.85
Students with Disabilities	36	35	97.22	8.57
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 2017-18 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	352	346	98.3	32.66
Male	175	171	97.71	28.07
Female	177	175	98.87	37.14
Black or African American	--	--	--	--
Filipino	27	27	100	66.67
Hispanic or Latino	268	263	98.13	27.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	40	39	97.5	46.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	191	189	98.95	21.69
English Learners	113	112	99.12	21.43
Students with Disabilities	36	35	97.22	8.57
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

Research shows a high correlation between parent involvement, student achievement, and effective schools. We invite parents to become keenly engaged in their children's education and active members of our school's learning community. Join us for monthly Principal's Coffees and participate in traditional family events planned for each quarter of the school year. Some of these events include 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 Language Advisory Committee (ELAC). We also truly appreciate our volunteers in our classrooms as parent volunteers 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.

Additionally, you can expect a weekly messenger from the principal to keep you updated on weekly school events. 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.

Carmen Emery – School Principal – maria.emery@cvesd.org

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

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 supports 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. We promote the development of a Growth Mindset throughout the school year, but focus on particular Viking Principles and character traits for 5 to 6 weeks at a time school-wide. Those traits and/or skills are modeled and discussed more explicitly during those specified weeks and are used to recognize model students at student awards assemblies. All students attend assemblies that promote positive behaviors and dispositions 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 School Board of Education. This year's plan was approved by our SSC in December of 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.3	0.5	0.3
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.6	0.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.3
Social Worker	0.1
Nurse	0.3
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	22	22	2	2	2	2	2	2			
1	24	24	21		1	2	3	3	2			
2	23	25	22			2	4	3	2			
3	18	23	26	1			4	4	3			
4	19	18	22	1	2	1	3	3	3			
5	29	19	23		1		3	3	3			
6	29	27	23			1	3	4	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 for 2018-19 include:

GLAD, Success criteria for ELs, Student Discussion - collaborative conversations (ILT), Math standard deconstruction and Student Talks & Thinking (2 sessions), Spanish teachers' PD days (2 sessions),

1917-18

Writing across content & grade levels, Student Discussion - collaborative conversations, ATDLE (Association of Two-Way and Dual Language Education) conference (14 teachers)

1916-17

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.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,472	\$50,084
Mid-Range Teacher Salary	\$74,639	\$80,256
Highest Teacher Salary	\$99,421	\$100,154
Average Principal Salary (ES)	\$131,180	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$292,319	\$222,447
Percent of District Budget		
Teacher Salaries	37.0	37.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 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	\$77,385
State	♦	♦	\$11,548	\$80,910
Percent Difference: School Site/District			-200.0	-1.7
Percent Difference: School Site/ State			7.0	-9.9

* Cells with ♦ do not require data.

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

Types of Services Funded

Valley Vista provides a world-class education for all children in a safe, secure, and positive learning 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 our GATE certified teachers and/or at times 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, Theater, and Dance instruction. In addition, we have a Science teacher rotation for all our students. 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. Classroom teachers provide intervention sessions to students in need using materials and/or strategies designed to address particular, identified learning gaps. Students use adaptive, web-based programs in order to extend their learning: 2nd through 6th graders use Achieve 3000, 1st-6th use Accelerated Reader, Kinder-2nd grade use Smarty Ants and/or RazKids. All students have access to ThinkCentral and Dreambox for math.

We include part-time English language assistant to provide timely state assessments and additional needs-based information to teachers of English language learners. Imagine Learning, a computer-based language development program, provides structured practice to identified students at individual levels.

Valley Vista has invested in a data and assessment management system (Illuminate) and continues to update and purchase more computers and other technology tools for teaching such as laptops, document cameras, LCD projectors, and Smart TVs 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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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