Verde Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/.

• View this SARC online at the school and/or LEA Web sites.

• 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Verde Elementary School
Street	2000 Giaramita Street
City, State, Zip	Richmond, CA 94801
Phone Number	(510) 231-1408
Principal	Eric Acosta-Verprauskus
E-mail Address	eacosta-verprauskus@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=1329
CDS Code	07-61796-6005011

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

Verde Elementary is a collaborative network of thinkers focused on high achievement and embracing the whole child so that students grow academically and socially in a safe and positive environment to become college graduates, leaders and lifelong learners.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	52
Grade 1	54
Grade 2	50
Grade 3	42
Grade 4	41
Grade 5	36
Grade 6	42
Total Enrollment	317

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	20.8
American Indian or Alaska Native	0.0
Asian	2.8
Filipino	0.0
Hispanic or Latino	74.1
Native Hawaiian orPacific Islander	1.9
White	0.3
Two or More Races	0.0
Socioeconomically Disadvantaged	98.7
English Learners	66.2
Students with Disabilities	4.7

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	11	11	10	10
Without Full Credential	0	2	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	100.00	0.00
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-6) Macmillan/McGraw-Hill, Tesoros de lectura (K-6)	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6) Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Verde was constructed in 1950, 1959 and 1968. Portable classrooms were added in 1968 and 1988. Verde has undergone a $13.3 million modernization that includes a new media center and library, new administrative offices, modernized multipurpose room that includes a new counseling office and new art classroom, a new Head Start building and a 1,200-square-foot kitchen addition. Verde received an upgrade to the play-yard and fence area Summer 2009. Verde received an upgrade to its drop-off zone in July / August 2014 which aimed to improve efficiency and safety of school pick-up and drop-off.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[ ]	[X]	Repair exit signs, light fixtures, and switches (work complete)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[ ]	[X]	Repair stall partitions (work order submitted), repair drinking fountains, and faucets (work complete)
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	Adjust exterior doors and replace bumpers (work orders submitted), repair deadbolts (work complete)

Overall Facility Rating (Most Recent Year)

	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	[ ]	[ ]	[X]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

- The Academic Performance Index; and

- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			**District**			**State**		
	2011-12	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Science (grades 5, 8, and 10)	18	12	21	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	21
Male	
Female	25
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	28
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	22
English Learners	19
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	34	19	21	41	43	42	54	56	55
Mathematics	45	35	37	37	38	38	49	50	50
History-Social Science				28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	3	1	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School		-65	0
Black or African American	-44	-64	
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	35	-78	-10
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	11	-66	0
English Learners	26	-70	-11
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.2	12.1	

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

The SSC (School Site Council), ELAC (English Learner Advisory Committee), and the Coffee Club will work in conjunction with the site staff to assist all students with achieving academic and social excellence. Parents are encouraged to join these two committees, volunteer on campus in classrooms, and support any other areas of need at the site. Parents are welcome to volunteer in the library weekly in order to support students with selecting literature for enjoyment and reserach. We will also have a Community Outreach Worker who supports parents with interpreting and the translation of all school documents.

Other Parent Involvement Programs:
• Family Nights and Enrichment Events
• Parent workshops or conferences
• Monthly Coffee Club Meetings
• Newsletters -Translated into English and Spanish
• Connect-ed- Messages are recorded in English and Spanish

- Parent Volunteers for K-6 classrooms
- Parent Library Assistants that are trained by the school librarian
- Community Outreach Worker
- Parent Room

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	19.3	14.1	13.2	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Safety Issues are:

1. reviewed and discussed quarterly especially during the first month of the school year by the school safety and emergency team.
2. staff and students are trained at the beginning of the year and take part in monthly drills.
3. parents are notified of emergency procedures by either telephone or being invited to participate.
4. the school staff is trained during staff development and teachers are responsible for training their students.
5. parents are given a school safety packet by January.
6. parents are notified by the new telephone system, Connect-Ed for school emergencies as well as with home visits and flyers.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	0	2	0	29		2		26		2	
1	22	2	0	0	23		2		18	2	1	
2	23.5	1	1	0	25		2		25		2	
3	26.5	0	2	0	13	2	1		21	1	1	
4	32	0	1	1	25		2		21	1		1
5	32	0	1	0	15	2		1	18	1	1	
6	30	0	1	0	32		1		21	1	1	
Other												

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0.20	---
Psychologist	.10	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	1.00	---
Other	0	---

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$6,951.84	$1,886.51	$5,065.33	$53,957.59
District	---	---	$5,547.14	$57,253
Percent Difference: School Site and District	---	---	-8.7	-2.1
State	---	---	$4,690	$70,720
Percent Difference: School Site and State	---	---	-8.5	-22.6

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Programs and services available at Verde School:
- ESEA Title I
- Economic Impact Aid
- Special Ed-E
- American Recovery and Reinvestment Act (ARRA)
- Gifted & Talented Ed-E

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$36,777	$41,761
Mid-Range Teacher Salary	$56,678	$66,895
Highest Teacher Salary	$75,980	$86,565
Average Principal Salary (Elementary)	$87,412	$108,011
Average Principal Salary (Middle)	$92,657	$113,058
Average Principal Salary (High)	$103,480	$123,217
Superintendent Salary	$227,250	$227,183
Percent of Budget for Teacher Salaries	31	38
Percent of Budget for Administrative Salaries	5	5

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

Professional Development

Verde Elementary has two primary areas of focus for staff development in 2014/2015. They are data-driven instruction and student culture. These two areas of focus were selected due to below average student achievement at Verde (when compared to district and state data) and a high amount of student referrals and suspensions (when compared to district and state data). A focus on data-driven instruction will raise achievement and a focus on student culture will reduce referrals and suspensions.

The professional development is delivered a few different ways. First, there are 5 full days reserved for professional development this year. Administration and ILT will deliver this PD to staff. Further, we have professional development time on Wednesdays from 2:15 - 3:00 p.m.. The Instructional Leadership Team plans and delivers the PD weekly.

Teachers are supported during implementation by partaking in Professional Learning Communities, participating in full day data driven instruction release days 6 times per year, and receiving timely feedback from administration and coaches with frequency.