

# Valley View Elementary School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Valley View Elementary School
<b>Street</b>	3416 Maywood Drive
<b>City, State, Zip</b>	Richmond, CA 94803-2099
<b>Phone Number</b>	(510) 231-1455
<b>Principal</b>	Ann Marie Marinakis
<b>E-mail Address</b>	amarinakis@wccusd.net
<b>Web Site</b>	<a href="http://www.wccusd.net/site/Default.aspx?PageID=1322">http://www.wccusd.net/site/Default.aspx?PageID=1322</a>
<b>Grades Served</b>	K-6
<b>CDS Code</b>	07-61796-6005003

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

### School Description and Mission Statement (Most Recent Year)

Valley View Elementary prepares our students to be well-rounded individuals both academically and personally. Our students, staff, and parents work together to provide a safe, positive environment that fosters respect, independence, and a love of learning while valuing diversity. Our staff provides an exceptional standards-based instructional program with an emphasis on culturally responsive teaching practices that motivates students towards becoming independent, critical thinkers, and life-long learners. Our school fosters the importance of a school-home partnership that values commitment to rigorous teaching and learning. Our staff and community share the goals of preparing students to become productive and responsible participants in a complex society and be successful in their academic endeavors.

### Student Enrollment by Grade Level (School Year 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	32
Grade 1	69
Grade 2	46
Grade 3	49
Grade 4	43
Grade 5	45
Grade 6	36
<b>Total Enrollment</b>	<b>320</b>

### Student Enrollment by Group (School Year 2014-15)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	16.9
Asian	18.1
Filipino	5.6
Hispanic or Latino	22.8
Native Hawaiian or Pacific Islander	0.3
White	33.8
Two or More Races	2.5
Socioeconomically Disadvantaged	39.7
English Learners	19.1
Students with Disabilities	13.1
Foster Youth	1.3

## 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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	14	14	15	15
Without Full Credential	0	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

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 2015-16)

Year and month in which data were collected: August 2015

Curriculum materials are from the most recent district adoption and all students have access to textbooks and other materials. Many classrooms also use Engage New York to supplement our math curriculum.

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)	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6) Wright Group/ Macmillan-McGraw Hill	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Scott Foresman Science K-5 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)

Valley View was constructed in 1962. The site was originally designed for 250 students. We rely on nine portable classrooms to accommodate the growing school population. Our playground includes a play structure, basketball courts and a spacious grass area for play and events. There is a staff room, library, computer lab, and multipurpose room. We are moving into a new, temporary campus behind our current campus. It is made up of portables and includes a new play structure/par course. All rooms will have air conditioning and heating. We will continue to use our current multipurpose room for larger events.

### 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Table leg missing from table (work order submitted). Hole in floor (work order submitted). Loose floor tiles (work order submitted). Secure bookcase to wall (work completed). Check exterior portables for dry rot (work order submitted).
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X		Secure bookcases to wall (work completed). Screw on fire alarm box needs to be replaced in the office (work completed). Boxes of books stacked near back door in library need to be removed (work order submitted). Repair ramp.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month in which data were collected: July 2014				
Overall Rating	Exemplary	Good	Fair	Poor
				X

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	46	32	44
Mathematics	47	22	33

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

**CAASPP Assessment Results - English Language Arts (ELA)**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	50	48	96.0	40	27	15	19
	4	43	43	100.0	23	30	21	26
	5	45	44	97.8	30	20	39	11
	6	36	36	100.0	22	22	42	14
Male	3		26	52.0	46	27	19	8
	4		21	48.8	38	29	19	14
	5		22	48.9	27	27	41	5
	6		14	38.9	36	36	29	0
Female	3		22	44.0	32	27	9	32
	4		22	51.2	9	32	23	36
	5		22	48.9	32	14	36	18
	6		22	61.1	14	14	50	23
Black or African American	3		10	20.0	--	--	--	--
	4		7	16.3	--	--	--	--
	5		11	24.4	36	9	36	18
	6		6	16.7	--	--	--	--
Asian	3		9	18.0	--	--	--	--
	4		9	20.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		7	15.6	--	--	--	--
	6		8	22.2	--	--	--	--
Filipino	3		2	4.0	--	--	--	--
	4		2	4.7	--	--	--	--
	5		1	2.2	--	--	--	--
	6		5	13.9	--	--	--	--
Hispanic or Latino	3		5	10.0	--	--	--	--
	4		11	25.6	27	64	0	9
	5		11	24.4	27	18	55	0
	6		7	19.4	--	--	--	--
White	3		20	40.0	25	35	30	10
	4		13	30.2	0	38	38	23
	5		12	26.7	17	25	50	8
	6		9	25.0	--	--	--	--
Two or More Races	3		2	4.0	--	--	--	--
	4		1	2.3	--	--	--	--
	5		2	4.4	--	--	--	--
	6		1	2.8	--	--	--	--
Socioeconomically Disadvantaged	3		21	42.0	43	24	10	24
	4		17	39.5	41	24	24	12
	5		17	37.8	41	24	29	6
	6		13	36.1	46	23	23	8
English Learners	3		11	22.0	45	27	0	27
	4		6	14.0	--	--	--	--
	5		6	13.3	--	--	--	--
	6		4	11.1	--	--	--	--
Students with Disabilities	3		3	6.0	--	--	--	--
	4		3	7.0	--	--	--	--
	5		5	11.1	--	--	--	--
	6		5	13.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	50	50	100.0	32	16	40	12
	4	43	43	100.0	16	35	37	12
	5	45	44	97.8	30	27	25	18
	6	36	36	100.0	28	31	19	22
Male	3		27	54.0	33	26	26	15
	4		21	48.8	19	38	38	5
	5		22	48.9	23	27	27	23
	6		14	38.9	43	43	7	7
Female	3		23	46.0	30	4	57	9
	4		22	51.2	14	32	36	18
	5		22	48.9	36	27	23	14
	6		22	61.1	18	23	27	32
Black or African American	3		10	20.0	--	--	--	--
	4		7	16.3	--	--	--	--
	5		11	24.4	45	27	18	9
	6		6	16.7	--	--	--	--
Asian	3		9	18.0	--	--	--	--
	4		9	20.9	--	--	--	--
	5		7	15.6	--	--	--	--
	6		8	22.2	--	--	--	--
Filipino	3		2	4.0	--	--	--	--
	4		2	4.7	--	--	--	--
	5		1	2.2	--	--	--	--
	6		5	13.9	--	--	--	--
Hispanic or Latino	3		7	14.0	--	--	--	--
	4		11	25.6	18	55	27	0
	5		11	24.4	18	45	18	18
	6		7	19.4	--	--	--	--
White	3		20	40.0	15	20	50	15
	4		13	30.2	15	15	46	23
	5		12	26.7	17	17	42	25
	6		9	25.0	--	--	--	--
Two or More Races	3		2	4.0	--	--	--	--
	4		1	2.3	--	--	--	--
	5		2	4.4	--	--	--	--
	6		1	2.8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3		23	46.0	39	13	39	9
	4		17	39.5	29	41	24	6
	5		17	37.8	35	35	18	12
	6		13	36.1	46	31	8	15
English Learners	3		13	26.0	54	0	46	0
	4		6	14.0	--	--	--	--
	5		6	13.3	--	--	--	--
	6		4	11.1	--	--	--	--
Students with Disabilities	3		3	6.0	--	--	--	--
	4		3	7.0	--	--	--	--
	5		5	11.1	--	--	--	--
	6		5	13.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

#### California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	56	68	68	46	48	46	59	60	56

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.



### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	68
Male	80
Female	55
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	63
White	90
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	60
Foster Youth	--

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.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	31.80	29.50	6.80

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)

Valley View Elementary is proud of its numerous parent volunteers and has developed many opportunities for parent involvement. Parent volunteers that have their Volunteer Badge work in the classrooms and assist with school-wide activities. Visitors are welcome and must check in with the office. Parents are informed of events and activities through regular voice and/or written communications, our school's website, the Valley View Community Website and a monthly calendar.

Valley View Elementary does not have a Parent - Teacher Association (PTA), but is the "friend of" the Valley View Parents' Club (VVPC), a registered 501 (c) (3) organization: The VVPC hosts community building activities and raises funds for school - wide programs designed to support the academic needs of all students; including school-wide assemblies, music curriculum for all students, intervention and enrichment programs, field trips and transportation, and after school enrichment programs. The VVPC meets monthly with a teacher representative and the principal in attendance. Valley View also holds Family Math Night, Literacy Night, Science Night, and The Arts Night.

School Site Council (SSC): Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852). The role of the Valley View SSC is to empower elected members to work democratically to improve student achievement and provide leadership and accountability for closing the achievement gap.

### 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	8.90	2.45	3.95	10.15	6.59	6.16	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

#### School Safety Plan (Most Recent Year)

Safety issues are reviewed at the start, middle and end of the year. Individual issues are addressed throughout the year. Students participate in monthly fire and/or disaster drills. Parents are informed of safety procedures at the start of the year. Emergency procedures are posted throughout the school. The staff monitors school grounds 10 minutes before school starts and after school is finished for the day. Visitors sign in at the office and must wear a badge while on campus.

### 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 2014-15)

AYP Criteria	School	District	State
<b>Made AYP Overall</b>	Yes	Yes	Yes
<b>Met Participation Rate: English-Language Arts</b>	Yes	Yes	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	Yes	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	Yes	Yes	Yes
<b>Met Graduation Rate</b>	N/A	Yes	Yes

#### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2004-2005
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	21
<b>Percent of Schools Currently in Program Improvement</b>	N/A	72.4

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	25		2		25		2		19	1	1	
1	27		1		23		2		20	2	1	
2	28		1		21	1	1		22		2	
3	28		2		25		2		18	1	2	
4	24	1	1		33			1	29		1	
5	27		2		32		2		30		2	
6	28		2		26		2		18	2		

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.15	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	1.00	N/A
Other	0	N/A

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

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6945.83	\$5703.05	\$1242.78	\$47126.80
District	N/A	N/A	\$9628.10	\$56383.71
Percent Difference: School Site and District	N/A	N/A	-87.1	-16.4
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-76.8	-35.4

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

### Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at Valley View School include:

Reading Intervention through RTi2  
 Special Ed-E  
 LCAP

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$37,572	\$43,165
<b>Mid-Range Teacher Salary</b>	\$57,903	\$68,574
<b>Highest Teacher Salary</b>	\$77,623	\$89,146
<b>Average Principal Salary (Elementary)</b>	\$88,724	\$111,129
<b>Average Principal Salary (Middle)</b>	\$94,047	\$116,569
<b>Average Principal Salary (High)</b>	\$105,032	\$127,448
<b>Superintendent Salary</b>	\$227,250	\$234,382
<b>Percent of Budget for Teacher Salaries</b>	31%	38%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

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

**Professional Development (Most Recent Three Years)**

Valley View teachers attend a variety of professional development sessions throughout the school year. Teachers at Valley View participate in professional development to enhance visual and performing arts, science, math, and STEAM instruction. Professional development in these and technology and best practices are offered on site and throughout the district. Our focus is Multiple Methods of problem solving, showing evidence in reading comprehension and writing, and student discourse.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.