

Verde 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)

School Contact Information	
School Name	Verde Elementary School
Street	2000 Giaramita Street
City, State, Zip	Richmond, CA 94801-1699
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
Grades Served	K-6
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 school is located in the unincorporated Western part of Contra Costa County, known as North Richmond. All of the students are eligible to participate in the free and reduced federally funded breakfast and lunch program.

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. Verde Elementary School's 2015-16 Mission Statement is specific and involves all stakeholders. Verde students will attain at least one year's growth in writing and 1.25 year growth in reading. Students will use Toolbox Tools as they build upon core values and character development.

Parent involvement is essential to a child's academic and emotional growth; hence Verde offers many activities to parents in an effort to increase parent participation.

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

Grade Level	Number of Students
Kindergarten	50
Grade 1	48
Grade 2	60
Grade 3	47
Grade 4	46
Grade 5	39
Grade 6	33
Total Enrollment	323

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	17
Asian	1.9
Filipino	0.6
Hispanic or Latino	78.3
Native Hawaiian or Pacific Islander	1.5
White	0.3
Socioeconomically Disadvantaged	99.4
English Learners	70.9
Students with Disabilities	6.5
Foster Youth	0.9

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	11	10	10	10
Without Full Credential	2	3	3	3
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

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%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Fan making noise-boys RR by C30
Interior: Interior Surfaces			X	Redo floor with epoxy paint; Replace floor tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Repair/Adjust drinking fountain; Urinal doesn't flush-boys RR by C30; Tighten loose faucet; Tighten loose toilet in handicap stalls
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Replace plastic lead on all cement garbage cans; Repair or replace shed door; Repair front of stage

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2015				
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	8	32	44
Mathematics	7	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	48	48	100.0	77	17	2	2
	4	47	45	95.7	73	22	4	0
	5	40	37	92.5	59	32	5	3
	6	32	32	100.0	44	34	16	3
Male	3		20	41.7	95	5	0	0
	4		23	48.9	70	26	4	0
	5		17	42.5	71	24	6	0
	6		9	28.1	--	--	--	--
Female	3		28	58.3	64	25	4	4
	4		22	46.8	77	18	5	0
	5		20	50.0	50	40	5	5
	6		23	71.9	43	35	17	4
Black or African American	3		8	16.7	--	--	--	--
	4		6	12.8	--	--	--	--
	5		9	22.5	--	--	--	--
	6		6	18.8	--	--	--	--
Asian	5		2	5.0	--	--	--	--
	6		1	3.1	--	--	--	--
Hispanic or Latino	3		40	83.3	75	18	3	3
	4		38	80.9	74	26	0	0
	5		26	65.0	65	27	4	4
	6		25	78.1	40	36	20	4
Native Hawaiian or Pacific Islander	4		1	2.1	--	--	--	--
Socioeconomically Disadvantaged	3		48	100.0	77	17	2	2
	4		42	89.4	71	24	5	0
	5		37	92.5	59	32	5	3
	6		32	100.0	44	34	16	3
English Learners	3		38	79.2	79	18	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		33	70.2	76	24	0	0
	5		19	47.5	74	21	5	0
	6		17	53.1	53	47	0	0
Students with Disabilities	3		2	4.2	--	--	--	--
	4		4	8.5	--	--	--	--
	5		3	7.5	--	--	--	--
	6		1	3.1	--	--	--	--
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	48	48	100.0	85	8	4	0
	4	47	46	97.9	54	39	7	0
	5	40	39	97.5	77	21	0	3
	6	32	32	100.0	50	28	13	6
Male	3		20	41.7	80	15	0	0
	4		23	48.9	48	39	13	0
	5		18	45.0	89	6	0	6
	6		9	28.1	--	--	--	--
Female	3		28	58.3	89	4	7	0
	4		23	48.9	61	39	0	0
	5		21	52.5	67	33	0	0
	6		23	71.9	57	22	13	9
Black or African American	3		8	16.7	--	--	--	--
	4		6	12.8	--	--	--	--
	5		9	22.5	--	--	--	--
	6		6	18.8	--	--	--	--
Asian	5		2	5.0	--	--	--	--
	6		1	3.1	--	--	--	--
Hispanic or Latino	3	40	40	83.3	83	10	5	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		39	83.0	62	36	3	0
	5		28	70.0	75	21	0	4
	6		25	78.1	52	24	16	8
Native Hawaiian or Pacific Islander	4		1	2.1	--	--	--	--
Socioeconomically Disadvantaged	3		48	100.0	85	8	4	0
	4		43	91.5	56	40	5	0
	5		39	97.5	77	21	0	3
	6		32	100.0	50	28	13	6
English Learners	3		38	79.2	84	11	3	0
	4		34	72.3	62	38	0	0
	5		21	52.5	86	10	0	5
	6		17	53.1	65	35	0	0
Students with Disabilities	3		2	4.2	--	--	--	--
	4		4	8.5	--	--	--	--
	5		3	7.5	--	--	--	--
	6		1	3.1	--	--	--	--
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
Science (grades 5, 8, and 10)	11	20	3	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	3
Male	0
Female	5
Black or African American	--
Asian	--
Hispanic or Latino	4
Socioeconomically Disadvantaged	--
English Learners	0
Students with Disabilities	3
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	12.80	15.40	5.10

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 research. 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
- ConnectEd- 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

Contact Information for Parental Involvement
Staff Community Engagement Office - 510-307-4526

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
Suspensions	14.12	13.16	0.55	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	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 include:

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 2014-15)

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

Federal Intervention Program (School Year 2015-16)

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	N/A	21
Percent of Schools Currently in Program Improvement	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	29		2		26		2		25		2	
1	23		2		18	2	1		24		2	
2					25		2		20	2	1	
3	29		3		25		1		24		2	
4					29		1	1	30		1	
5	31		2	1	30		1		28		2	
6	32		1		24	1	1		33			1

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)	0.20	N/A
Psychologist	.20	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	\$7434.07	\$5620.40	\$1813.67	\$48636.11
District	N/A	N/A	\$9628.10	\$56383.71
Percent Difference: School Site and District	N/A	N/A	-81.2	-13.7
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-66.1	-33.3

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,572	\$43,165
Mid-Range Teacher Salary	\$57,903	\$68,574
Highest Teacher Salary	\$77,623	\$89,146
Average Principal Salary (Elementary)	\$88,724	\$111,129
Average Principal Salary (Middle)	\$94,047	\$116,569
Average Principal Salary (High)	\$105,032	\$127,448
Superintendent Salary	\$227,250	\$234,382
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 (Most Recent Three Years)

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.