

Verde Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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 <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.

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2018—19)	
School Name	Verde Elementary
Street	2000 Giarmita St.
City, State, Zip	Richmond, Ca, 94801-1699
Phone Number	510-231-1408
Principal	Eric Acosta-Verprauskus
E-mail Address	everprauskus@wccusd.net
County-District-School (CDS) Code	07617966005011

Last updated: 1/10/2019

School Description and Mission Statement (School Year 2018—19)

School Description:

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 serves students in grades K-7. The student population of Verde is about 350 students.

School Vision

Verde Elementary's school vision is that we are a professional learning community of collaborative thinkers focused on high achievement and embracing the whole child to ensure students become college graduates, leaders and lifelong learners.

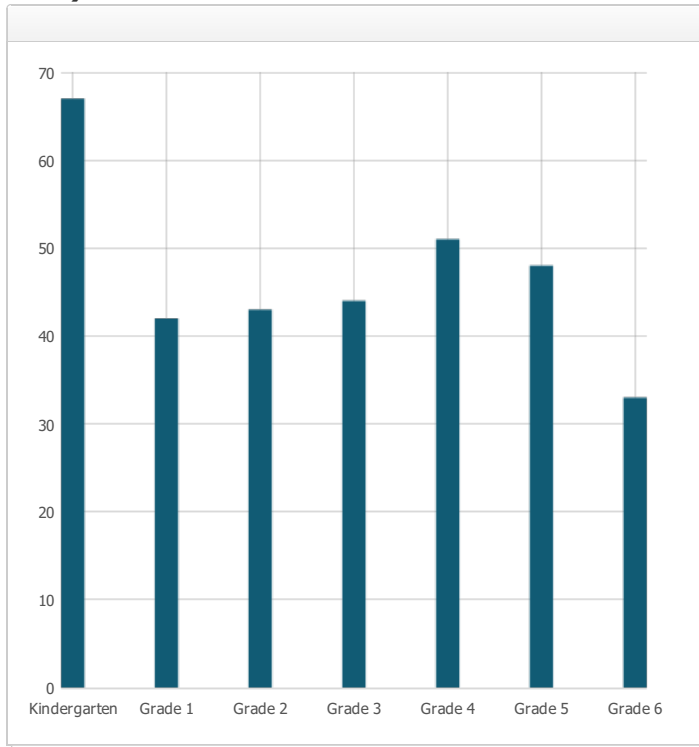
School Theory of Action

Our school's theory of action or pathway to our vision focuses on three areas, student culture and climate, adult learning and collaboration, and teaching and learning. Our primary goals within these areas of focus are creating an inclusive/safe school environment, ensuring all students are achieving at or above grade level, and building a dynamic staff that collaborates and continuously reflects and learns.

Last updated: 11/29/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	67
Grade 1	42
Grade 2	43
Grade 3	44
Grade 4	51
Grade 5	48
Grade 6	33
Total Enrollment	328



Last updated: 1/23/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	12.5 %
American Indian or Alaska Native	%
Asian	0.6 %
Filipino	%
Hispanic or Latino	83.5 %
Native Hawaiian or Pacific Islander	1.2 %
White	0.6 %
Two or More Races	1.5 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	97.3 %
English Learners	72.6 %
Students with Disabilities	6.1 %
Foster Youth	%

A. Conditions of Learning

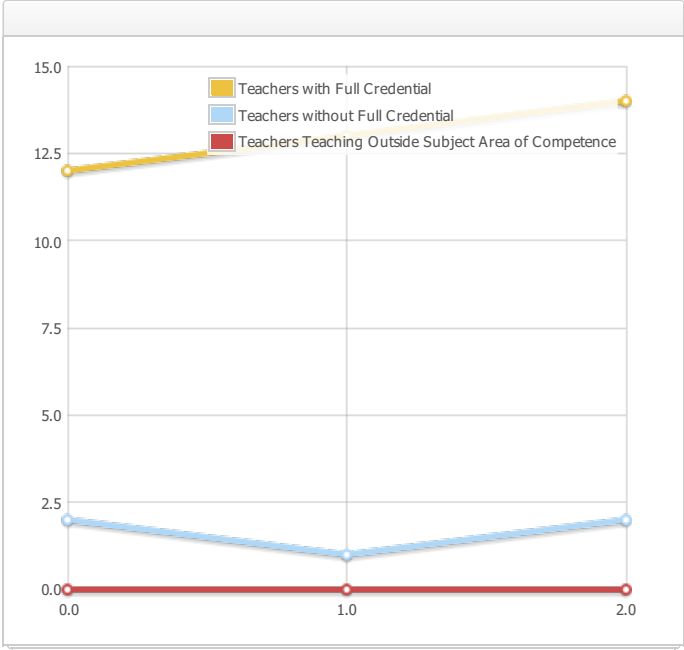
State Priority: Basic

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

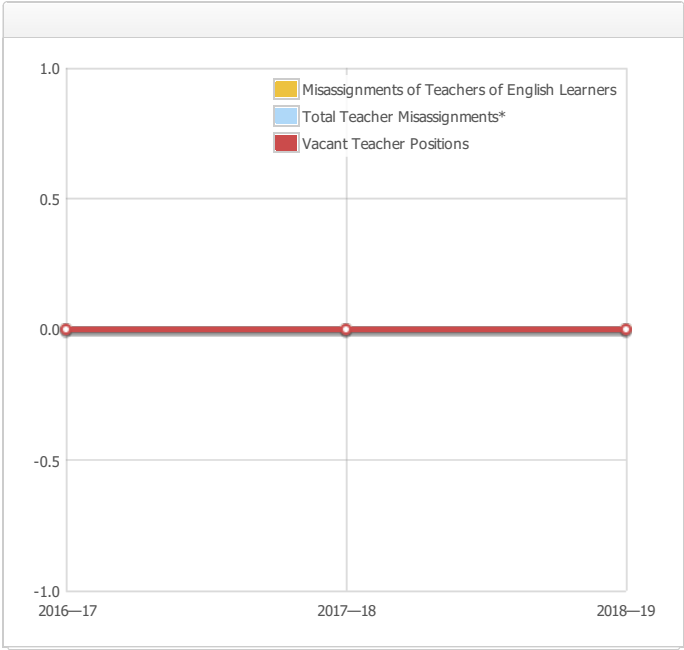
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	12	13	14	1211
Without Full Credential	2	1	2	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10



Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/18/2019

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

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures, Tesoros and Triumphs, grades TK-5, c2010 - adopted 2012 *new adoption planned for 2019-20 McGraw Hill StudySync, grades 6-8, c2017 - adopted 2017 National Geographic Inside, ELD 1-4, c2014 - adopted 2014	Yes	0.0 %
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grades 6-8, c2015 - adopted 2017	Yes	0.0 %
Science	Scott Foresman Science, grades K-5, c2008 - adopted 2008 Pearson Science, grades 6-8, c2008 - adopted 2008	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas grades K-5, c2007 - adopted 2007 TCI History Alive, grades 6-8, c2005 - adopted 2005	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 6/1/2019

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Paint wall by room M-02 and M-03 (Hallways) Paint walls by drinking fountain (Library office) Paint walls by drinking fountain and speedline (MPR)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Bird issues in back of school by room D-15 and restroom C-30 (Exterior)
Electrical: Electrical	Good	Check all exit lights and batteries (Site-wide)
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Floors may need to be redone (All boys/girls restrooms)
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Play structure in back of school has lots of sharp edges (Play yard) Paint benches outside the MPR (Play yard) Play structure in back of the school is missing mats. 14)Remove "S" hooks at hand ball poles (Play yard) Replace handicap sign at double doors of building A in front of the parking lot (Building A) Repair door sweeps (Office, Room B-06)

Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Fair
----------------	------

Last updated: 6/24/2019

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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	16.0%	17.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	9.0%	12.0%	25.0%	24.0%	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.

Last updated: 1/23/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	172	167	97.09%	16.77%
Male	84	81	96.43%	18.52%
Female	88	86	97.73%	15.12%
Black or African American	18	17	94.44%	5.88%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	150	147	98.00%	17.69%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	167	162	97.01%	15.43%
English Learners	145	141	97.24%	16.31%
Students with Disabilities	17	17	100.00%	5.88%
Students Receiving Migrant Education Services				
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.

Last updated: 1/23/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	172	170	98.84%	11.76%
Male	84	84	100.00%	15.48%
Female	88	86	97.73%	8.14%
Black or African American	18	17	94.44%	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	150	149	99.33%	12.75%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	167	165	98.80%	--
English Learners	145	144	99.31%	11.81%
Students with Disabilities	17	17	100.00%	
Students Receiving Migrant Education Services				
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.

Last updated: 1/23/2019

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	27.7%	17.0%	14.9%

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.

Last updated: 1/23/2019

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)

There are myriad opportunities for parental involvement at Verde Elementary School.

The SSC (School Site Council), ELAC (English Learner Advisory Committee), Parent University, Parent Leadership Cohorts, Parent Teacher Association, and Coffee Club 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. Our School Community Outreach Worker, Martha Nieto-Serrano, mnieto-serrano@wccusd.net, supports all of the aforementioned parent involvement entities and is point person for getting involved.

Further, we offer our parent room in B08 as a space dedicated for the sole use of our families.

Families can look for current communications via our school handbook, website, fliers, community calendar (available on website), school marquee and through BlackBoard Connect robo-calls.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

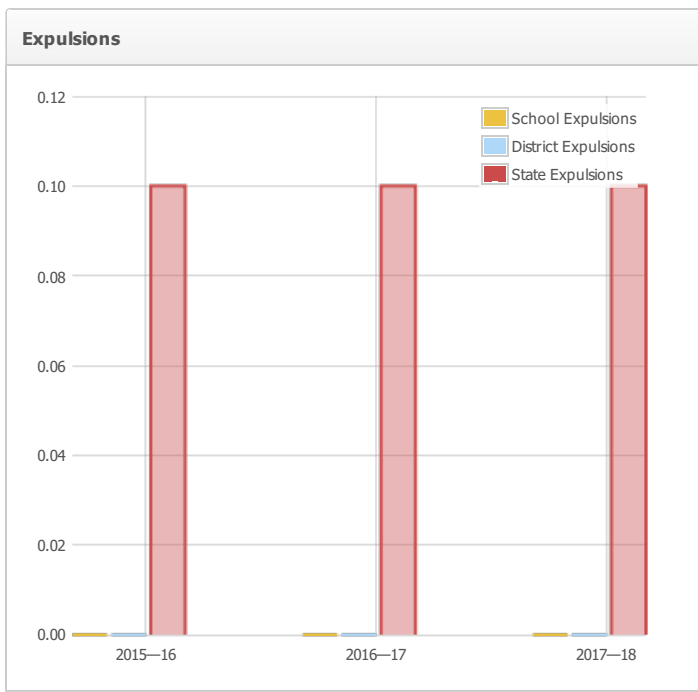
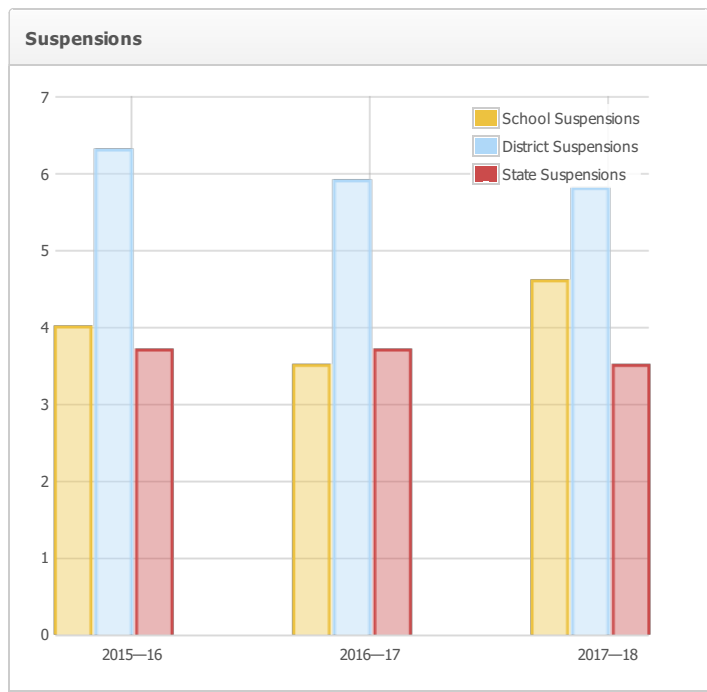
State Priority: School Climate

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

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	4.0%	3.5%	4.6%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/23/2019

School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER), Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		2	
1	24.0		2	
2	24.0		2	
3	20.0	2	1	
4	24.0		1	
5	29.0		2	
6	33.0			1
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		2	
1	24.0		2	
2	23.0		2	
3	25.0		2	
4	28.0		2	
5	33.0			1
6	29.0		1	1
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	1	2	
1	21.0		2	
2	22.0	1	1	
3	22.0		2	
4	26.0		2	
5	24.0		2	
6	33.0			1
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 1/23/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.2	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	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.

Last updated: 1/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6352.1	\$1793.0	\$4559.0	\$64879.7
District	N/A	N/A	\$7722.4	\$67686.4
Percent Difference – School Site and District	N/A	N/A	-51.5%	-4.2%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-36.2%	-21.8%

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

Last updated: 1/28/2019

Types of Services Funded (Fiscal Year 2017—18)

The following are programs/services available at the school that support and assist students:

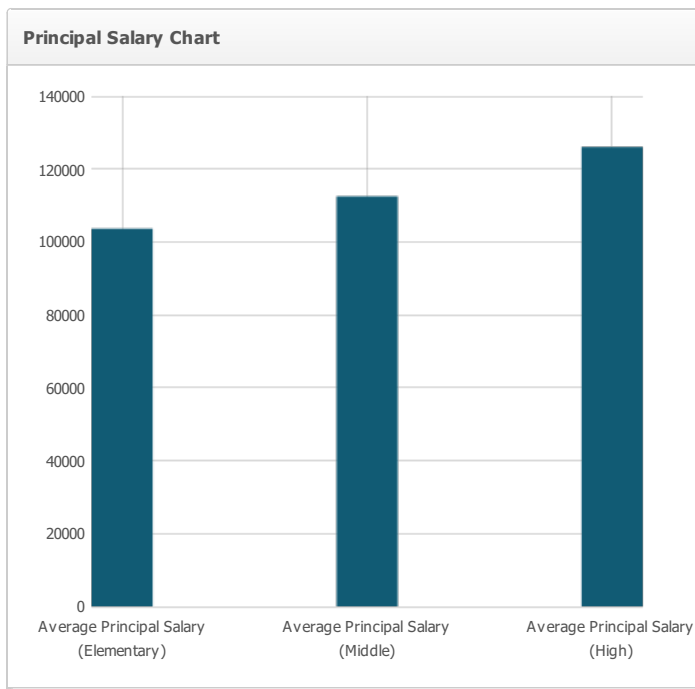
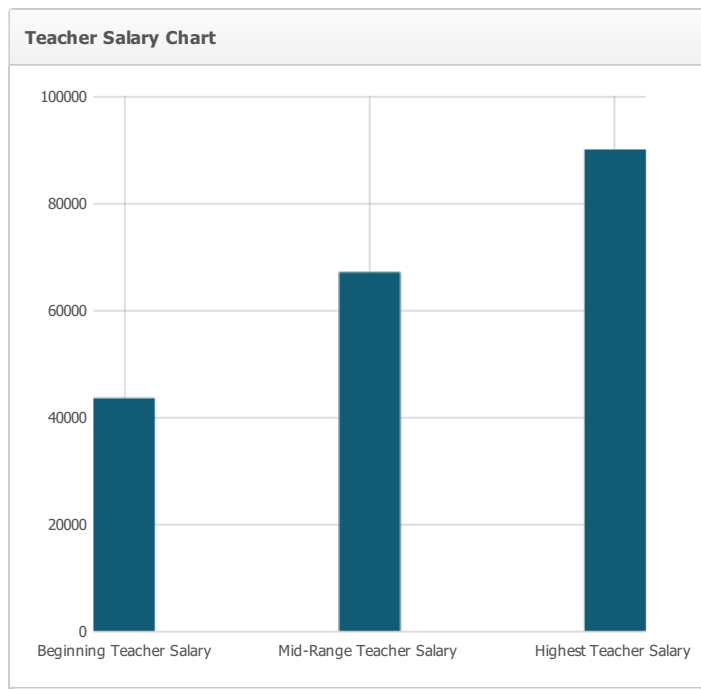
- SENECA CENTER
- MILLS COLLEGE LOVE LEARN SUCCESS SPORTS
- DIAMOND DEL'S GEM MINING, LLC
- GROWING EDUCATORS INC
- LEARNING A-Z
- STUDY TRIPS

Last updated: 1/10/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,519	\$47,903
Mid-Range Teacher Salary	\$67,069	\$74,481
Highest Teacher Salary	\$90,000	\$98,269
Average Principal Salary (Elementary)	\$103,642	\$123,495
Average Principal Salary (Middle)	\$112,513	\$129,482
Average Principal Salary (High)	\$126,076	\$142,414
Superintendent Salary	\$260,000	\$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/23/2019

Professional Development

Adult learning and collaboration is an essential theory of action which encompass our professional development efforts here at Verde.

For literacy, we partner with Teachers College to support us in our writing workshop development. Further, we have a Teacher on Special Assignment dedicated to peer support and development of literacy practice including small group reading instruction, writing workshop, and reading workshop. Our vice principal facilitates monthly PDs in ELD

For math, our principal facilitates monthly PDs. A small cohort of teachers participating the the WestCap Math PD series.

In science, we utilize a relationship with Community Resources for Science who develop our teachers' knowledge of science standards and utilization of FOSS.

In climate and culture, our Seneca Unconditional Education Coach provides monthly PD on culturally responsive teaching, trauma informed practice and restorative justice practices.

Last updated: 11/29/2018